DOCUMENT RESUME

ED 130 329 CS 203 046

TITLE	Assessing Pupil Progress in English.
INSTITUTION	Baltimore County Board of Education, Towson, Md.
PUB DATE	76
NOTE	246p.
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Diagnostic Tests; Educational Assessment; *English Instruction; *Grading; *Measurement Techniques; Secondary Education; *Student Evaluation; *Test Interpretation; *Tests

ABSTRACT

As a conclusion to a cycle of English-curriculum development, this bulletin suggests methods and procedures for measuring pupil progress toward the achievement of goals emphasized in previous bulletins. Separate sections deal, in turn, with the place of assessment in the instructional program, types of assessment devices and techniques, assessment of specific goals, preparing teacher-made tests, standardized tests, and grading practices. Appendixes present diagnostic tests in writing, reading, and language. (AA)

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CS 203 046

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FOREWORD

Development of curriculum as the basis for a sound educational program is a major commitment of the Board of Education of Baltimore County. The guidelines, suggestions for instructions, and resource materials prepared by our curriculum committees all focus on our schools' primary concern: what children should learn and how well they learn it.

We are deeply committed to the direct involvement of teachers in the development of curriculum. The production by curriculum committees and workshops has brought the school system national recognition. Many of the innovative programs developed in Baltimore County have influenced curriculum design in other systems. Our students have been provided with excellent programs based on careful selection of content and materials, reflecting both significant curriculum trends and special needs within Baltimore County.

Assessing Pupil Progress in English and the other 1976 curriculum publications reflect our concern with accountability to students and community, and with the need to provide tools to meet such continuing challenges as the quality of our social and physical environment and the political and economic stresses that affect our national and international life. At the same time they intensify efforts to develop lasting skills, knowledge, and values for individuals as they become adults.

Assessing Pupil Progress in English represents the efforts of a committee composed of English Office personnel, English department heads and classroom teachers to study and report on methods of measuring students' achievement toward the goals of the program. The suggestions included in this bulletin underscore our conviction that continuous and comprehensive evaluation procedures can strengthen the instructional program.

The main purposes of this resource are (1) to describe the place of assessment in the instructional program; (2) to illustrate the ways in which various devices and techniques can be used for assessment in English; (3) to provide a guide for developing teacher-made tests; (4) to suggest ways of interpreting standardized tests and using the results; (5) to develop a point of view about grading which is commensurate with the goals of the program.

We hope that the curriculum suggestions presented in this bulletin will make valuable contributions to the quality of our educational program and will stimulate productive and enriched learning by our students for whom it was prepared.

Robert Y. Dubel
Superintendent

July 1976

ACKNOWLEDGMENTS

. Jean C. Sisk, former coordinator of the Office of English Language Arts, who directed the development of A Sequence of Basic Activities in Composing, Interpreting and Language and initiated the development of this bulletin as a conclusion to that project.

. The teachers and department heads who participated in the summer workshops.

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PREFACE

This bulletin marks the final project of one cycle of English curriculum development. Following the phasing-out of the junior high school core program, the resource bulletins for English in grades seven, eight and nine were written concurrently in 1968-69, permitting a sequential development of strands such as poetry, themes, drama, language and others through each of the three grade levels. The senior high school guides, having been previously developed, were then revised in 1969-72, building on the skills and concepts included in the earlier grades.

The subsequent project developed during the years of 1972-74, was an attempt to emphasize the coherence of the program. A Sequence of Composing, Interpreting, and Language Activities outlines on each grade level those activities in each of the three strands which are basic and required for the sequential development of the program. For each prototype activity, performance goals are listed and cross-references to the grade level guide are included. In a second part, the skills for each strand are listed; in the case of the composing and interpreting skills, they are listed according to the process in which they usually occur; in the case of language, according to the four categories in which this instruction falls. The third section presents methods through which the goals may be implemented with a concentration on those which cause the most concern among English teachers. A Sequence of Composing, Interpreting and Language Activities is appropriately subtitled A Handbook for Teachers of English for it does indeed present the overview which teachers need in order to have perspective on the total program.

As the logical conclusion to a cycle of English curriculum development, this bulletin, Assessing Pupil Progress in English, suggests methods and procedures for measuring pupil progress toward the achievement of the goals outlined in previous bulletins. This bulletin is based on the sound assumption that comprehensive and continuous assessment can strengthen an instructional program by helping to clarify goals; by diagnosing students' strengths and weaknesses and prescribing a program designed explicitly for them; by noting students' steady progress over a period of time; by informing students of their progress in relation to that of others as well as in relation to their own ability; by helping students learn to take standardized tests (and by helping teachers interpret and use the results); by helping students and parents understand the meaning of grades—in short, by using this process of evaluation in the most constructive way possible. A thorough understanding of the nature and dimensions of English assessment dispels the view that accountability is threatening, that important English goals cannot be assessed, that testing is dehumanizing and that grading is counter-productive.

Although English instruction in Baltimore County is guided by general system-wide objectives, activities and content as delineated in the various resource bulletins, meaningful instruction can only take place where individual student abilities, needs, interests and aspirations are met on a daily basis by the classroom teacher. Assessing Pupil Progress in English is designed to assist English teachers in the proper and accurate evaluation and measurement of students in relation to program objectives, to each other and to other groups of students so that English instruction can be tailored to meet students on a level commensurate with their needs and take them as far as their abilities will permit. The results of a conscientious program of ongoing assessment will be more efficient instruction directed by objectives, more particularized instruction designed to fit individual student needs and more responsible instruction for which the teacher can be accountable.

PART ONE: THE PLACE OF ASSESSMENT IN THE INSTRUCTIONAL PROGRAM

Determining goals for English instruction is not new; but the question of what kind of goals had not reached the level of debate within the profession until the late 1960's, the beginning of the performance-oriented accountability movement and its concurrent emphasis on performance-based or behavioral objectives. So extensive was the disagreement about the appropriateness of these goals for English instruction that the Commission of the English Curriculum called a conference in November, 1969, to probe some of the questions: What do behavioral objectives imply about human learning and instruction? Are there shortcomings which have not been realized? Can all learning in English be reduced to overt, observable behaviors? Proponents of this widespread movement saw in the behavioral approach an opportunity to help English teachers clarify their objectives by stating the kinds of behavior which would demonstrate that learning had taken place. They rejected goals such as "The student will understand point of view of a narrative" in favor of the more demonstrable, "Given two narrative passages, one in first person and one in third person, the student will identify each and convert the first person to third person with eighty percent accuracy."

The apparent narrowness of the task and quantification of the performance alienated the opponents of this movement. They argued that while some goals in English imply overt behaviors, others do not; and the latter are frequently the more important, long-range goals of the program. How can emotional responses to literature be observed? How can creativity be quantified?

In the seven years that have followed the conference, these diverse points of view have, for most English teachers, been resolved. Writing behavioral objectives has required us to think through the kinds of performance we expect from students; and this, in turn, has resulted in goals which are more attainable. On the other hand, we acknowledge that the quantification is not always appropriate for goals in English. It seems, then, that the compromise has resulted in clearer planning.

Both the pro- and the anti-behaviorists, however, agreed on a major problem which has not been solved—the extraordinary difficulty of assessment. The major purpose of this bulletin is to provide some direction in solving the problem of HOW to assess pupil progress. But first we must deal with the questions of WHAT assessment is, WHY it is essential to the program, WHO is responsible for it and WHEN it occurs.

WHAT IS ASSESSMENT?

Assessment is the systematic objective measurement of student achievement in all phases of the English program. Based upon clearly defined goals and preceded by instructional activities designed to promote student achievement of those goals, the appropriate assessment procedure provides data indispensable to those who wish to recognize and to understand the changes in student performance and competency that occur as the result of their participation in day-to-day class activities, in extended units, or in complete courses and programs.

Is assessment limited to the measurement of quantitatively measurable behavior?

No. Although elements of the affective domain are difficult to assess, they constitute a major portion of the English program. Valuing Shakespeare for his

insight into human experience is more important than merely remembering that he was born in the 16th century or reciting a major soliloquy. The fact that a student's ability to recall specific details is quantitatively measurable and therefore easier to assess must not be viewed as justification for limiting student activity to this or similar performance; rather, this lower level of thinking should serve as a basis for higher levels such as observation, imagination, analysis, judgment, and creativity.

Is the correlation of objectives, instructional activities, and measurement desirable?

Yes. A correlation among objectives, activities, and measurement ensures sharper focus and direction throughout a unit. All three should be considered during long range planning so that as teachers determine objectives and select instructional materials, they can develop a procedure for measurement that represents the logical extension of both. This is not to say that these choices are absolute; just as a teacher modifies and/or rejects objectives, similarly, measurement of those objectives might change. A teacher who is responsive to the particular needs of his students will adjust objectives, including a less difficult literary work than he had originally intended to cover when he realizes that the first is too sophisticated for his students, or requiring a paragraph instead of an essay when he notices that his students' ability in thematic analysis is limited.

Can written tests be used to measure the entire English program?

No. Adequate assessment of the range, the depth, and the complexity of student behavior included in entire programs requires much more than conventional written tests. Written tests, the most formal means of collecting data on student performance can be used to diagnose students' strengths and weaknesses, to determine mastery, and to evaluate instruction. However, their exclusive use cannot adequately measure the full scope of the English program. Checklists, rating scales, questionnaires, and narratives, for example, also yield data regarding skills and abilities, interests, work habits, and appreciations.

WHY ASSESS?

Is "grading" the main function of assessment?

No. The functions of assessment are as multiple as the steps in the learning process—diagnosis, instruction, and measurement—each of which determines the different purpose for assessment. In the first, diagnosis, teachers try to determine how knowledgeable or skilled students are in a designated area. Objectives and activities which had been tentatively established are then adapted on the basis of that initial assessment to meet the needs of the students. In the second stage, instruction, teachers assess on a periodic basis to determine the rate and depth of students' progress. On a daily basis, quizzes, check lists for class activities, and homework assignments can provide evidence of growth, which can, in turn, be used to modify the instruction. In terms of building an effective instructional program, assessment in these stages has more value. But this is not to denigrate the final purpose which is to inform the students themselves and their parents of the teachers' measurement of the degree of progress. While grading itself (and, subsequently, ranking of students) is not the primary function of assessment, grades can provide all concerned with useful conclusions about comparative levels of proficiency.

Is assessment conducted to evaluate only student performance?

No. Although the performance of students as well as teachers is regularly evaluated, assessment is also conducted to assist educators in guiding students and diagnosing their interests, strengths, and weaknesses. However, assessment should

not be confined to an evaluation of people: overriding needs of education as well as the success of particular programs should also be assessed. Although this continuous assessment of priorities and programs frequently comes from groups such as parents, boards of education, colleges, and testing companies, it is the essential responsibility of classroom teachers, department heads and supervisors to be aware of changing needs and to develop new programs to meet them. By analyzing test scores, conducting follow-up studies, and encouraging reactions from students and teachers, we make program assessment an important part of instruction.

Is compliance with the Maryland State Accountability Law the main function of assessment?

No. While some of the renewed interest in assessment can be attributed to the Accountability Law, there has always been a very real concern on the part of teachers to regularly assess student performance. What Accountability has done is to stimulate increased teacher analysis of assessment procedures and to prompt the consideration of appropriate modifications.

WHO ASSESSES?

Should student comments and reaction be considered in the teacher assessment process?

Yes. Students who have been involved in an evaluation of their teacher and program, their peers, and themselves bring a sense of direction and purpose to their class activities that, in addition to enhancing their own potential for growth, adds validity to their ideas and recommendations regarding the material and activities used in their classes. Student ideas and reactions, when interpreted properly, can provide the teacher with information that reveals strengths as well as weaknesses in the program; and based upon this information, the teacher is in a better position to make adjustments to fit the needs and abilities of the students.

Students should also be involved in assessing their own performance and the performance of their peers. Peer and self-evaluation has the dual advantage of sharpening the critical skills of the evaluators and at the same time providing them with necessary feedback to measure learning. The teacher is cautioned to structure these kinds of evaluation so that students clearly understand what they are evaluating. One way is to provide a checklist or rating scale identifying the criteria for assessment. At times, the checklist would indicate the presence or absence of something (e.g., the use of transitional devices); on a more sophisticated level, the students use a check list to make a judgment about the quality with which something is performed (e.g., the effectiveness of the students' use of transitional devices). In order to emphasize peer or self-evaluation as an effective learning device, a grade should not be assigned.

Are teachers and students the only assessors?

No. Although agencies outside a school system are not as intimately involved in program development and implementation as are the teachers and supervisors, these groups can frequently provide objective data and additional reactions which, if used constructively, can contribute to the assessment process. Tests mandated by the Maryland State Department of Education give useful information about performance by individual students, local schools, and the total system. These tests can be used to corroborate tentative conclusions based on other assessment devices and to assist teachers in establishing local school goals.

The lay members of the Board of Education who are responsible for representing the parents and community speak for these groups in their evaluation of programs

and policies. Area advisory councils as well as parent groups with no official charge contribute to the balance of assessment by keeping us informed of the effect of our programs on their children.

The local and national press, reflecting the interests of their subscribers, present information and editorial comments about the effects of educational programs. Responsible judgments by these groups can only contribute further to a balanced program of assessment.

WHEN TO ASSESS?

Implicit in the discussion of the WHAT?, WHY?, and WHO? of assessment are suggestions of when it should occur. That it is an integral part of the program occurring at all stages for a variety of purposes, that it measures effectiveness of teachers and programs and progress of students, that it is conducted by a variety of individuals and groups--all point to the pervasiveness of assessment. But more particularly, in the English classroom, the teacher should assess for diagnostic purposes before instruction, check progress periodically during instruction, and arrange a summary-type assessment at the close of instructional units.

HOW TO ASSESS?

A variety of assessment devices and procedures are available to assess performance in the multitude of experiences in the English program. Just as there are differences in the objectives, the ease with which these can be measured, and the length of time involved in their achievement, so different methods of assessment can and should be used to evaluate the quality of these experiences and the degree to which the objectives are met. While there is not a one-to-one relationship between an objective and the device used to measure a student's achievement of it, certain objectives lend themselves to assessment by certain methods.

The measurement of factual knowledge requires an instrument different from that required for the measurement of values or appreciations. For example, a paper and pencil test could easily measure retention of facts whereas it might be necessary to actually observe a student's behavior in a given situation to assess his attitudes. Furthermore, different means should be selected or created for diagnosing student needs and for measuring student achievement. What is primary is the selection of an appropriate device for the purpose. The following sections of this bulletin are designed to help teachers develop assessment devices and techniques to more effectively measure pupil progress.

"Part Two: A Guide to Assessment Devices and Techniques" presents a description of the five instruments most commonly used by the classroom teacher—objective tests, test-essays, check lists, rating scales, and narratives.

"Part Three: Assessing Sample Goals in Composing, Interpreting, and Language" illustrates the variety of these instruments which can be used to formally or informally assess each particular goal chosen from those in A Sequence of Composing, Interpreting, and Language Activities, 7-12.

"Part Four: Preparing, Administering, and Evaluating the Teacher-Made Test" outlines the procedure teachers should follow in developing valid and reliable tests, whether for diagnosing weakness or for measuring achievement. An illustration of a test is included here with additional examples of diagnostic tests and procedures in Appendices A, B, and C.

"Part Five: Interpreting and Using the Results of Standardized Tests" outlines the testing program in Baltimore County and explains the usefulness and limitations of these test results.

"Part Six: A Point of View about Grading" relates this process described in the preceding sections to the policy of grading and reporting.

PART TWO: A GUIDE TO ASSESSMENT DEVICES AND TECHNIQUES

A fundamental assumption of this bulletin is that assessment must be inextricably tied to goals; assessment tells us how well goals are achieved. A program as multi-faceted as our English Language Arts program requires a multi-faceted approach to the assessment of pupil progress toward our goals. Because Baltimore County students are involved in a variety of composing, interpreting, and language activities, no single assessment technique is adequate for appraising the full range of pupil accomplishment.

Teachers traditionally use diverse ways to measure student progress. These include formal and informal questioning through tests and discussions, written or spoken progress reports, conferences, behavior logs, and evaluation forms and questionnaires. In order for any technique to be used effectively, however, it must be administered at an appropriate time for an appropriate purpose.

Whether one gives a dignostic test or an end-of-the-year examination, assesses a written composition or an oral presentation, evaluates individuals or groups, holds a parent conference or writes pupil progress reports, one or more of the following basic assessment devices may be used: the objective question, the test essay, the checklist and rating scale, and the narrative. The specific device used depends upon whether the purpose is making a qualitative description of the pupil (e.g., anecdotal records of behavior), or a quantitative description (e.g., test scores). An objective test which measures only factual content, for example, provides one evidence of students' achievement, but can tell little or nothing about their understanding of the material, development of thinking skills, changing attitudes, performance in applying the knowledge, or personal reactions to the knowledge.

A working understanding of a wide range of assessment devices is essential for making both the qualitative and quantitative evaluations demanded by our program. The following section is intended to help teachers gain practical insights into the objective test, the test essay, the checklist, the rating scale, and the narrative. The section describes each of the devices, suggests construction procedures with examples from our curriculum, delineates possible uses and variations, and presents strengths and limitations.

OBJECTIVE TEST ITEMS

Classroom tests in the objective format can play a central role in the evaluation of pupil progress. They provide direct information about many important learning outcomes, but the validity and reliability of the information depends on the care with which these items are constructed. To many teachers and students alike the term "objective" implies that items on these tests are limited to factual recall--names of characters or authors, rules, dates, and so on--whereas test essays measure higher levels such as analysis or evaluation. On the contrary, if items are well-constructed, the objective test can measure any cognitive level, and measure it more efficiently than any other device. In fact, it is this efficiency in scoring that is referred to with the term "objective" and not the kinds of questions: it is a test scored

objectively and not a test dealing with objective material. With this definition in mind, then, English teachers may find the objective test as useful in assessing goals in English as the test essay, the project, or the composition.

Described in the following sub-section are the four types of objective items: alternative response, completion, matching, and multiple choice, the last of which is the most versatile.

ALTERNATIVE RESPONSE ITEMS

Description: The alternative-response item consists of a declarative statement for which there are two possible answers. The most common type of alternative response item is the true-false statement, used to measure students' ability to identify the correctness of statements of fact, definition of terms, or statements of principles.

Construction: The following guidelines should be considered in constructing good items:

- Provide a space to the left of the statement for writing the chosen response. Be sure students know how they are to indicate their responses.

- Avoid broad general statements if they are to be judged true or false.

		Poor			*Improved*
T	*F*	*The Adventures of Huckleberry Finn is a novel about an adolescent's search for identity.*	*T*	*F*	*The plot of The Adventures of Huckleberry Finn is episodic.*

- Avoid specific determiners such as "usually," "generally," "often," and "sometimes," which are likely to appear in true statements, and absolute terms such as "always," "never," "all," "none," and "only" which are apt to appear in false statements.

- Avoid trivial statements. In order to get definitely true or false items, test makers sometimes resort to insignificant specific statements of fact which have nothing to do with learning objectives.

Poor

T F 1. Thoreau was 28 years old when he wrote Walden.
T F 2. "The Raven" contains 27 lines.

- Avoid the use of negative statements, especially double negatives.

		Poor			*Improved*
T	*F*	*None of the characters in The Adventures of Huckleberry Finn was unselfish.*	*T*	*F*	*Jim acted unselfishly toward Huck in The Adventures of Huckleberry Finn.*

- Avoid long complex statements which obscure the central idea being tested. Complex statements containing two or more ideas make the students' selection difficult, in that they do not know which idea is being evaluated.

	Poor		*Improved*
T F	*Santiago had gone eighty-six days without a fish before he hooked the marlin.*	T F	*Even after many weeks Santiago did not give up trying to hook a fish.*
T F	*The Adventures of Huckleberry Finn is a picaresque novel written by Steven Crane.*	T F	*The Adventures of Huckleberry Finn is a picaresque novel.*

- Attribute opinion statements to a source in order to clarify whose opinion is being evaluated.

	Poor		*Improved*
T F	*The Grangerford home was a fine example of gracious Southern living.*	T F	*Huck thought the Grangerford home was a fine example of gracious Southern living.*

- Make true and false statements approximately the same length. Otherwise, clues may be given by the length.

- Use approximately an equal number of true and false statements and vary their ordering.

Variations: A variation of the true-false item which requires more than a simple choice is the type which asks students to correct false answers. If there is more than one correct answer, then the ease of scoring, which is usually a major advantage with this type of item, is greatly reduced. It is possible, however, to limit the response by using the following format:

Directions: Read each of the following statements. If a statement is true, circle the "T." If a statement is false, circle the "F" and change the underlined word to make the statement true. Place the new word in the blank space after the "F."

T (F)	*James Thurber*	*1. The author of "The Night the Bed Fell" is Mark Twain.*
(T) F	_____	*2. The bed referred to in the title was slept in by the narrator's father.*

Alternative responses need not be limited to true-false statements. Variations such as the following might be useful classroom exercises to assess short-term goals, particularly when the emphasis is on using the results to initiate discussion and not on giving students a grade.

--Read a list of statements and identify each as fact or opinion.
--Read each passage of dialogue and identify the speaker as either (Jack) or (Ralph). (in Lord of the Flies)
--Mark each sentence as complete or incomplete.

Strengths and Limitations: Although alternative-response items are easy to score, they are difficult to construct. Because these items are limited to those situations in which there are only two possibilities, they primarily assess elementary levels of comprehension. However, such items can measure the ability to distinguish between fact and opinion, cause and effect relationships, valid and invalid conclusions, and relevant and nonrelevant material.

The most serious limitation is the susceptibility of alternative-response items to guessing. Because of this factor, reliability of individual items, total test validity, and the diagnostic value of tests are sometimes questionable.

COMPLETION ITEMS

Description: The completion item requires the student to fill in a blank which completes a statement. (For a description of other types of short answer or restricted-response formats, see the sub-section on Test Essays.)

Construction: The following suggestions are helpful in the construction of completion items.

- Make sure that there is only one answer for the item. Students with wider knowledge may know more than one correct answer if the item is not sufficiently pointed.

Poor	*Improved*
Frank Bonham wrote _____.	*The name of the novel by Frank Bonham which we read in class is* _____.

- Eliminate extraneous information.

Poor	*Improved*
John Steinbeck, one of the outstanding American authors of the twentieth century, wrote a novel about an American boy growing up on a farm, entitled _____.	*John Steinbeck wrote a novel about the maturation of an American farm boy, entitled* _____.

- Include enough basic information to indicate the exact term needed to complete the statement. More than one blank per item causes confusion. The blank should appear near the end of the item.

Poor	*Improved*
Two examples of _____ *in* The Scarlet Letter *are* _____ *and* _____.	*The rose bush and letter A in* The Scarlet Letter *are two examples of a literary device called* _____.

- Avoid giving indirect grammatical clues.

Poor	*Improved*
In the above statement, the word "indirect" is used as a part of speech called an _____.	*In the above statement, the word "indirect" is used as which part of speech?* _____.

Variations: As seen in the previous example, one variation of the completion format is the replacement of an incomplete statement by a question with a space for an answer. A second variation requires the interpretation of various types of pictorial data. For example, students may be asked to complete statements of interpretation about text illustrations, cartoons, photographs, drawings, maps, and diagrams.

Strengths and Limitations: The completion item has two distinct advantages. One is that it is relatively easy to construct. A second advantage is that completion items require students to recall and not simply recognize material. Unless items are carefully constructed, however, answers may reflect varying degrees of accuracy which may in turn cause difficulties in scoring.

As a comprehensive evaluation device, the completion item has limitations. On the other hand, as a periodic assessment of short-term goals, this format is useful.

MATCHING ITEMS

Description: In its usual form, the matching exercise consists of two parallel columns with each item in one column, called premises, being matched with an item in the second column, called responses. Students are to associate the pairs of items on the basis of the directions. The usual matching exercise, therefore, consists of three parts: the directions, a numbered list of premises, and a lettered list of responses.

Construction: Matching items must be carefully constructed so that extraneous problems of interpretation are eliminated.

- Construct the exercise so that the premises and responses are homogeneous lists. A hodge-podge of random facts is not only confusing but also unreliable in that the variety frequently permits students to guess answers simply by matching like elements.

Poor

Answers	*Column I*	*Column II*
_____	1. *Author of a Tale of Two Cities*	a. *Boston*
_____	2. *A dictionary with all word meanings in it*	b. *unabridged*
_____	3. *A library tool containing sports records*	c. *World Almanac*
_____	4. *The setting for Johnny Tremain*	d. *Charles Dickens*

A better example would be groupings such as terms and their definitions, writers and their works, causes and effects, or concepts and illustrations--with clear directions stating the nature of the grouping. This particular exercise is also a good example of how matching items can be used to test students' ability to apply their knowledge.

Improved

Directions: The purpose of this exercise is to test your ability to identify elements of fiction. Column I contains details from the story "Cinderella." Column II contains three elements of fiction. For each detail in Column I, choose the item in Column II which is the most appropriate term. The items in Column II may be used more than once. Write your answer in the space to the left of Column I.

Answers	*Column I*	*Column II*
_____	1. *Face dirtied by ashes.*	a. *Plot*
_____	2. *As the clock sounded midnight.*	b. *Character*
_____	3. *"You are too ugly to come to the ball."*	c. *Setting*
_____	4. *The slipper fit.*	
_____	5. *If I only had a real mother.*	
_____	6. *I am your fairy god mother.*	
_____	7. *Once upon a time---*	
_____	8. *The coach turned into a pumpkin.*	
_____	9. *In a far away kingdom---*	
_____	10. *They lived happily ever after.*	

- Place the premises, which are usually longer statements, in the left column and the responses in the right to facilitate the students' reading.

- To help ensure reliability, eliminate the probability of guessing by including more items in one column than in the other.

- Use a manageable number of items, usually five to twelve. Having fewer than five statistically increases the chances of students' getting credit by guessing. Having more than twelve forces students to read and re-read the column of choices many times. A more reliable test of the students' knowledge of material and not of their ability to read fast or manipulate spatial relationships would be several short exercises instead of one long one.

- Put all parts of the exercise on the same page.

Variations: The matching exercise may also be used with pictorial materials in relating pictures and words. Regardless of the form of presentation, however, students are required to relate two items which have some basis for association. For example, students may be asked to match the captions with the pictures on the basis of characters and their physical attitudes, setting and props, and other contextual clues.

Strengths and Limitations: When not used to excess, the matching format provides a compact device for evaluating a large amount of related material. This format appears easy to construct, but constructing effective pairs of premises and responses requires much skill in that incorrect responses must contain a high degree of plausibility if they are to be valid. The difficulty in selecting premises and responses lies in finding homogeneous material that is significant.

MULTIPLE CHOICE ITEMS

Description: The multiple choice item consists of a stem which may be a question or an incomplete statement followed by alternative answers, only one of which is the correct or the best answer among three other plausible distractors. The stem poses a problem or offers sufficient information which may be used in choosing the correct alternative.

Construction: The following criteria should be used in constructing good multiple choice items:

- Include in the stem a complete problem or question.

Poor	*Improved*
Caesar *a. loved Cassius* *b. was suspicious of him* *c. envied him* *d. trusted him*	*Caesar's feelings toward Cassius could best be described as* *a. affectionate* *b. suspicious* *c. envious* *d. trusting*

- Word the stem as briefly and clearly as possible.

Poor

A device of playwriting often used by Shakespeare in his comedies, tragedies, and history plays, in which an actor speaks alone on the stage expressing his thoughts is called
a. an aside
b. a monologue
c. a soliloquy
d. a eulogy

Improved

A device of playwriting in which an actor expresses his thoughts alone on stage is called
a. an aside
b. a monologue
c. a soliloquy
d. a eulogy

- When using negatively phrased items, emphasize the negative word by using all capitals, underscoring, or italics.

Poor

Mark Antony's funeral oration is more effective than Brutus' speech for all but which one of the following reasons?
a. It is a better written and appeals to the high idealism of the commoners.
b. It is more emotional.
c. It promises something specific and concrete for each plebian.
d. Antony is a better actor than Brutus.

Improved

Which of the following is NOT a reason which explains why Mark Antony's funeral oration is more effective than Brutus's?
a. It is better written and appeals to the high idealism of the commoners.
b. It is more emotional.
c. It promises something specific and concrete for each plebian.
d. Antony is a better actor than Brutus.

- Use at least four alternatives to reduce the guess factor.

- Use parallel construction of alternatives to present a uniform appearance and to avoid grammatical clues to the answers.

Poor

Abbey's parents were killed by
a. Indians
b. Witches during a witch hunt
c. lightning during a storm
d. drowning when their small boat sank

Improved

Abbey's parents were killed by
a. Indians
b. witches
c. lightning
d. drowning

- Avoid overuse of combination answers, such as "all of these" or "none of these." If you do use them,occasionally make one a correct answer.

- Include only one correct answer. Either eliminate other answers which are correct or indicate that the student should choose the "best" of the alternatives. If the latter type of item is used to assess higher levels of understanding, application, or interpretation, determine ahead of time logical reasons why each distractor is not as appropriate as the best answer.

Poor

What does "weak transition" indicate if written on a composition?
a. unclear shift in thought
b. choppy organization
c. grammatical errors
d. lack of logical coherence

Which of the following could be used as a thesis statement?
a. F. Scott Fitzgerald wrote The Great Gatsby in 1924 when he was living in Paris.
b. F. Scott Fitzgerald drew many parallels between the lives of the characters in The Great Gatsby and his own life.
c. F. Scott Fitzgerald wrote The Great Gatsby during a time when his own marriage and career were going well.
d. F. Scott Fitzgerald wrote The Great Gatsby over a period of two years and made many revisions before he was satisfied with it.

Improved

What does "weak transition" indicate if written on a composition?
a. abrupt shift in thought
b. grammatical error
c. lack of controlling idea
d. shift in pronoun reference

Which of the following is the BEST thesis statement?
a. F. Scott Fitzgerald wrote The Great Gatsby in 1924 when he was living in Paris.
b. F. Scott Fitzgerald drew many parallels between the lives of the characters in The Great Gatsby and his own life.
c. F. Scott Fitzgerald wrote The Great Gatsby during a time when his own marriage and career were going well.
d. F. Scott Fitzgerald wrote The Great Gatsby over a period of two years and made many revisions before he was satisfied with it.

- Give wrong answers a degree of plausibility; the distractors should be reasonable.

- In writing each distractor be aware of the kinds of errors in the thinking that may cause students to choose the incorrect alternative. If alternatives are carefully thought out and constructed, then an item analysis will reveal students' weaknesses in subject matter or their lack of specific skills in critical reading and thinking. Such an analysis may serve as a basis for re-teaching and/or individualized help.

- Place "best" answers or "correct" answers at random throughout the test. When keying the alternatives make sure that the correct choices do not fall into a pattern, either all c's, for example, or an alphabetical ordering.

Variations: As a variation, several sets of multiple choice items may be based on one interpretive exercise. Arranged in an order which guides students through an inductive process, the questions may range from factual recall through analysis and evaluation.

from The Call of the Wild

-Jack London

Buck did not read newspapers, or he would have known that trouble was brewing, not alone for himself, but for every tidewater dog, strong of muscle and with warm, long hair, from Puget Sound to San Diego. Because men, groping in the arctic darkness, had found a yellow metal, and because steamships and transportation companies were booming the find, thousands of men were rushing into the Northland. These men wanted dogs, and the dogs they wanted were heavy dogs, with strong muscles by which to toil, and furry coats to protect them from the frost.

Choose the BEST response to complete each of the following questions on the selection.

Buck is an unusual main character because he is
a. an animal.
b. a dog.
c. an illiterate.
d. a miner.

"Booming the find" implies that
a. explosions open up new mines.
b. more people are searching for yellow metal.
c. people are finding more yellow metal.
d. steamships are very noisy.

In which area does Buck live?
a. Alaska
b. Arctic Circle
c. Pacific Northwest
d. Canada

Buck will probably go north
a. because he dislikes his home.
b. because he is persuaded to go.
c. because he is taken forcibly.
d. because he wants to find yellow metal.

This selection is the opening paragraph of Jack London's Call of the Wild. Based upon the following alternatives, make a judgment about the opening.
a. It is a good beginning for a novel because the basic conflict and resolution are established.
b. It is a poor beginning for a novel because only one main character is introduced, the setting is not clear, and there is no apparent plot.
c. It is a good beginning for a novel because the narrative elements of character, setting, and plot are established.
d. It is a poor beginning for a novel because the ending of the story is already obvious.

- A second variation measures students' ability to organize ideas from given subject matter, verbal and/or pictorial. Activities may include having students choose the best arrangement of events in a plot, panels of a cartoon, or any other sequentially oriented material.

Strengths and Limitations: The multiple choice format is easy to score but difficult to construct. However, this format is the most versatile of the objective items in that it can measure a range of cognitive abilities from simple recognition to complex synthesis and evaluation. Perhaps the greatest limitation is that multiple choice items cannot measure students' ability to present ideas.

ESSAY TEST ITEMS

Although the objective format can cover a wide range of cognitive abilities, its essential limitation remains: students do not have an opportunity to integrate a large body of subject matter and create a product. This, however, is precisely what the test essay can do if it is well-constructed and used wisely.

Test essays here are classified into two types--those that require a restricted response and those that require an extended response. In each case, students must read the question, recall the information, and present it in some manner coherent to the reader.

The format and the subject matter of the test essay are much like those of the essay or composition given to students. The major difference is that the test essay

is written under stress--usually without references--and under severe time limitations. Because of these demands, students should be given as much consideration and direction as possible. In fact, the ability to respond in a test essay is a learned ability that should be included in the direct teaching of writing. Special consideration should be given to those students who have difficulty organizing material under normal circumstances. Students with limited ability should not be subject to a barrage of test essay questions, but should be given an opportunity to demonstrate their knowledge through other types of assessment as well. Nevertheless, all students can profit from the test essay if it emphasizes worthwhile learning objectives and is not merely a measure of the teacher's ability to construct a "difficult test."

RESTRICTED RESPONSE TEST ESSAY

Description: The short answer test essay calls for a restricted response of one to several sentences. The response is limited in both content and form.

Construction: The directions must clearly set the limits of the response. This limitation may be achieved by using one or both of the following strategies.

- Limit the content by restricting the scope of the topic to be discussed.

  Example: Give one reason why Rufus keeps a scrapbook about Ernie Brown.

  Simplest Answer: Rufus thinks that Ernie Brown is his father.

- Limit the form of the response by specifying number of examples, subordination, or sequential arrangement of ideas.

Poor	*Improved*
Why is Crane's "The Open Boat" naturalistic?	*Describe two situations from "The Open Boat" which illustrate Crane's naturalism.*

As long as there is no signal to subordinate examples or facts to a topic, the assignment indicates a short answer. If the student is requested to "State three ways in which Blue Elk betrays his tribe (When the Legends Die)," then a longer answer would be necessary; but there still would be no need to organize the three instances under any category or to arrange them in any order. Therefore, the limitation of form remains in effect.

Variation: Almost all short answer test essays can be converted into objective test items. The essay assignment about Rufus may be made into a true-false item:

T F Rufus keeps a scrapbook about Ernie Brown because he thinks Ernie is his brother.

The Blue Elk test essay could easily becaome a multiple-choice item:

Which one of the following in NOT a way which Blue Elk betrays his people?
A. He tells Bessie that he had settled the matter for her man, George.
B. He takes the bear back to Bald Mountain and shoots it.
C. He promises big money if his people will work in the sawmill.
D. He convinces Tom to go to Pagosa to tell the people about the "old ways."

Strengths and Limitations: Although objective items are easier to score, short answer questions offer several advantages: they ask the student to recall rather than simply recognize; they allow teachers to assess student command of sentence structure; and

most important, they help prepare the students for more complex forms of essay responses which require them to analyze, synthesize, or evaluate.

EXTENDED RESPONSE TEST ESSAY

Description: The extended response test essay requires the students to review their acquired learning and select those ideas relevant to the topic and those details necessary to illustrate, explain, or define the topic; to organize their answers in a specific pattern of development (process, chronological order, classification, spatial order, comparison, contrast, and example); to frame their answers in their own words or utilize terms or phrases in syntax of their own devising; and to demonstrate some degree of originality or thought process beyond recall.

Construction: In order to guide students in the development of this complex process and in the production of a worthwhile response, the teacher must follow certain guidelines:

- Devise questions which are directly related to the most important objectives of the unit study. Given a large body of subject matter, the teacher could pose many challenging essay questions. But only a few would be valid assessments of unit objectives. For example, to ask the students to identify those events in The Grapes of Wrath that are autobiographical is of dubious value since Steinbeck's life is not the essential focus of either the book or the course of study into which the work is set. Another point to consider in deciding on the focus of the test essay is the value of the exercise as a worthwhile activity for the class. For instance, the academic exercise might be a useful assessment for some students; however, for other students, the ability to apply concepts to personal experience would be a far more worthwhile activity, one which comes closer to the objectives of teaching literature to those students. For example, in working with The Pearl and Of Mice and Men in the Grade Ten "Themes and Variations" unit, students are asked to examine the animal imagery in the descriptions of human behavior. If the test essay asks the students to describe the instances of animal reference, the writing of the essay becomes an academic exercise which can indeed be illustrated concretely. If, on the other hand, the test essay asks the students to describe how Steinbeck's characters behave like animals in moments of crisis and how this behavior is similar to or different from the students' own personal observations, then the students are called upon to use the animal references to clarify human actions or to come to a conclusion about the nature of humans.

- Phrase the directions carefully in order to guide students in formulating the response. Questions such as "Discuss Shakespeare's influence on the development of modern drama" or "Describe the medieval hero" are invitations to students to tell all they know about Shakespeare or the medieval hero. More directive instructions would be as follows: "Give at least one illustration from each of the following elements to show that Shakespeare is still 'alive' in the modern theatre: character motivation, theme, and complexity of plot" or "Cite three characteristics of the knight and give an example of each from the class-assigned literature."

- Pay careful attention to the verbs since they direct students to the proper pattern of development. Avoid such terms as discuss, explain, and describe (unless used for exercises that instruct students to describe a scene or a stage setting). Instead, use more directive verbs which indicate the organizational pattern, such as compare, illustrate, define, trace, summarize, criticize, and defend.

- Limit the topic by using qualified nouns to direct the students toward the scope of information requested. Consider, for example, these two questions: "Why is

Lefty a sumbol of death?" and "Summarize three incidents that prove Lefty is a symbol of death." (Dark Rider) The first permits a rambling explanation involving perhaps illustrations, pseudo-philosophical comments, and references to personal experience. The second gives clear directions through the verb (summarize), a qualifier (three), a noun (incidents), and an adjective clause which qualifies the scope of the noun (that prove ...). Such a guide is more likely to assess students' knowledge of the material rather than their ability to guess what the teacher is getting at.

- If the teacher wants to put more responsibility on the students (and this should be determined by the grade or ability level) then qualified nouns may be eliminated and students be directed to supply them. For example, students may be asked to qualify and define: "For each major plot you can identify in To Kill A Mockingbird, identify and define the point of climax."

- Indicate a time limit for each question.

Variation: The test essay may be varied by presenting a context which serves as the source of the questions. Many of the ideas for the answer are in the question itself, but other ideas and relationships must be supplied by the students. The following example may be used as an end-of-the-year assessment with highly able students in Grade Eleven.

Read the directions carefully and compose full essay answers for both of the following items.

1. *Analyze the meaning of "a dream deferred" in light of the imagery in this poem.*

2. *For many fictional characters in American literature, the "American Dream" has often been a "dream deferred." Analyze the following characters by using the image opposite each name as a point of departure.*

What happens to a dream deferred?	*Gatsby in The Great Gatsby*
Does it dry up	*Ethan Frome*
Like a raisin in the sun?	
Or fester like a sore -	*Chillingworth in Scarlet Letter*
And then run?	
Does it stink like rotten meat?	*Henry in Red Badge of Courage*
Or crust and sugar over -	*Laura in Glass Menagerie*
Like a syrupy sweet?	
Maybe it just sags	*Willie Loman in Death of a Salesman*
Like a heavy load	
Or does it explode?	*John Proctor in The Crucible*

(From The Panther and the Lash by Langston Hughes.)

Strengths and Limitations: The subjective judgments involved in the scoring of the essay answer is perhaps the greatest weakness of the device. Nevertheless, it is possible to establish procedures which give some degree of consistency to the scoring.

- Write out the best possible answer, or at least outline the elements necessary for a complete answer. This will serve as a verification that the question can be reasonably answered, as a listing of the parts which can be assigned point value, and as a checklist to guide in the evaluation of each answer. If this outline is prepared during the construction of the test, it can also contribute to good phrasing of the question.

- Decide whether or not the quality of writing will be considered in the evaluation of the essay. Strictly speaking, if the essay is to be considered a valid assessment of particular learning outcomes, extraneous skills--handwriting, spelling, mechanics, or even organization--should not influence the assessment. However, one of the reasons English teachers use the test essay is that it gives practice in composing. To resolve the problem, teachers might identify additional objectives in writing and assess these in a separate grade. If teachers have decided that they will give grades for composition, they must be aware of several cautions.

  Level of Diction: Because time prevents the students from poring over word choice, they must emphasize content, not diction. Therefore, students should be responsible primarily for accuracy of information in their answers.

  Mechanics: The judgment about scoring would have to depend upon the lessons that have been taught by the individual teacher. Generally, students should not be penalized for errors in spelling, capitalization, or punctuation unless they are so obtrusive that they obscure the meaning of the essay.

  Sentence Structure: All test essay questions, whether requiring limited or extended responses, should be answered in complete sentences.

  Organization: The students must develop the organizational pattern called for in the directions. If they are called upon to "justify Pa's decision that Jody must shoot the deer," they must give reasons and reasons only. If they go into a description of the scene but still include the reasons asked for, they should be given credit for including the content in the essay, but evaluated for poor organization in the composition grade.

- Read a cross-section of the responses to see if the papers should be graded. Essay questions may appear to be satisfactory during construction, but their effectiveness can be judged only if most of the students clearly understand what is expected of them.

- Read all of the answers to one question before reading the answers to others. This technique should ensure a more uniform standard in that it allows the teacher to focus on one set of criteria and to avoid judging on the basis of the "halo effect" formed by answers to other questions.

- If possible, evaluate the responses without looking at the students' names. The simplest method is to use numbers instead of names or to have students put their names on the backs of the papers. Composition teachers soon come to know the handwriting of their students, so this technique is hardly foolproof. Teachers must make an effort to eliminate bias on the basis of students' behavior and/or past performances.

Objective tests and, to a lesser extent, test essays are limited means of assessing attitudes and values. Provided in the English program are numerous opportunities for students to demonstrate or express observable social attitudes and adjustments, interests, appreciations, and work habits. Such activities as role-playing, field trips, volunteer projects, class discussions, and group work involve students in the affective and psychomotor domains of learning. These activities also encourage students to use specialized speaking, writing, listening, and reading skills which must be evaluated by methods other than paper-and-pencil testing.

While these activities and skills are integral to our program, their assessment has presented a problem. In many cases, the teachers' assessments have been intuitive. ("These five are just generally my best group leaders." "I can always count on Evelyn to have something to contribute.") But just as frequently, the teacher has ignored what seems to be unassessable, and has relied on the concrete quizzes, tests, and compositions as the only means by which to assess pupil progress. An alternative to these reactions is the use of two related assessment devices, checklists and rating scales.

CHECKLISTS

Description: A checklist is an instrument which consists of a series of stated steps, activities, characteristics, or behaviors that the user wishes to observe. The user records observations through check marks placed in Yes/No or Present/Absent blocks located beside each stated step. The checklist notes only the presence or absence of the trait that is being observed.

The best checklists serve a triple purpose. They encourage the teacher to list only the essential items in achieving the objective; they serve as an instructional guide to the student as he works; and they give the teacher or peer observer a very useful tool in evaluating which items have been carried out and which have not. Whether the objectives deal with assessing products, procedures, or personal-social characteristics, the checklist can be a valuable instructional device.

Construction: The following suggestions should be used in constructing checklists.

- Relate the items directly to pre-established objectives. A checklist can be particularly useful when students are working within the bounds of a limited, specified structure. A teacher may direct the writing of a fairy tale, for instance, by the use of a checklist specifications similar to those below.

Checklist for an Original Fairy Tale		
Characters *My fairy tale has*	*Yes*	*No*
A. a hero (protagonist)		
B. a villain		
C. royalty		
D. wise person		
Plot *In my fairy tale:*		
A. Magic is performed.		
B. Something is gained.		
C. There is a happy ending.		
Setting *I have included clues to the setting.*		

- State the items in the checklist in simple, concrete terms. Checklists must be free of jargon, and the vocabulary should be appropriate for grade and ability level.

- Limit the number of items to a workable minimum, determined in part by the objectives and in part by the grade level and ability of the student. Checklists that contain twenty-five to fifty items should never be given to students. In teaching composition, for example, a teacher should use separate checklists for emphasizing various phases of the composition process. The following is a checklist for manuscript form.

Checklist for Manuscript Form		
	Yes	*No*
A. Proper margins		
B. Paragraph indentations		
C. Legible, neat handwriting		
D. Blue or black ink		
E. Proper self identification		
F. Date		

Variations: The following examples show how checklists may be used to assess both products or procedures.

- Checklists may be used for long-range assignments, such as compiling a newspaper notebook in junior high school or writing a research paper in senior high. However, these checklists must be developed to cover intermediate steps in achieving the end product. The checklist of newspaper content, for example, does not cover the final steps for organizing the notebook as a whole. Likewise, an all-inclusive research paper checklist will seem to make the superscript number assume the same importance as the thesis statement. But the intermediate step of notetaking may be evaluated by a checklist.

Checklist of Newspaper Notebook Content		
One article about an international event	*Yes*	*No*
One article concerning a national event		
One article about a local event		
One feature		
One editorial		
One sports article		
One sports feature		

Checklist for Notetaking		
4 x 6 cards	*Yes*	*No*
Abbreviated bibliographic information		
Notes keyed to divisions of paper		
Quotation marks around all direct quotations		
Paraphrase--own words *--own sentence structures*		
Running summaries--own words *--own sentence structures*		
Page references noted		

- Checklists may also be used in assessing aspects of oral presentations. The short checklist used as a guide for the students and an evaluation form for the teacher should reflect the objectives for that particular lesson. Extended answers to questions may be evaluated in an oral composition checklist. When students are able to give fairly lengthy, well-organized oral compositions, the teacher may then set other goals for them such as attention to word choice.

Oral Composition Checklist		
Introduction *Major point to be proved*	*Yes*	*No*
Proof *One sub point/topic sentence form*		
Illustrations from reading		
Second sub point/topic sentence form		

Word Choice Checklist		
	Yes	*No*
Terms are defined when necessary.		
Word choice is precise and accurate.		
Word choice reflects tone of speech.		

Similar brief checklists may be constructed for the first few attempts at reader's theatre, debate, and play performance.

- Finally, for checking work in groups, a check sheet such as the following, makes it clear to the students what the responsibilities are before the project begins and requires self and peer evaluation when the project is finished.

Filmmaking Checklist	*Mary Smith*		*Paul Adams*		*Terry Wilson*		*Jane Hall*	
PROCESS	*Yes*	*No*	*Yes*	*No*	*Yes*	*No*	*Yes*	*No*
Was member in attendance at least 75% of the time?								
Did member use class time to work on the film project?								
Did member work cooperatively with others in the group?								
Did member handle and return equipment properly and promptly?								
Did member fulfill his obligations for the project?								
Did member accept opinions, suggestions, and criticism in a positive manner?								
Did member express constructive criticism about his own work and the work of others?								
Note: Use as a guide to what is expected. When the project is finished, each individual will evaluate himself and other members of the group.								

Strengths and Limitations: One strength of a checklist is that it's a fairly easy instrument to construct, particularly if objectives and goals are already determined, as so many of ours are. A checklist directs the observer toward these specific behaviors and provides a common frame of reference for all who are trying to achieve the objectives. Additionally, the recording is exceedingly simple. The limitations are implied in the description: a checklist does not record anything but presence or absence.

RATING SCALES

A checklist is a reporting device which records whether a trait or a quality is present or absent; a rating scale is a similar device which records the degree to which that trait or quality is present. Like the checklist, the best rating scale should serve a triple purpose. It should encourage the teacher to think carefully about objectives; it should serve as a guide for the student; and the data should enable the observer to evaluate with a considerable degree of objectivity. Again like checklists, rating scales are valuable in assessing products, procedures, or personal-social behavior. They are particularly useful for teachers as intermediate devices that enable them to evaluate student progress.

Description: Three common types of rating scales are the classified, the descriptive, and the graphic. The classified scale evaluates on the basis of single-word categories (excellent, good, fair, poor; frequently, usually, sometimes, rarely). The descriptive scale explains criteria for assessment by the use of short statements; and finally, the graphic scale uses numbers or letters on a sequential continuum that evaluates or rates performance. All three types may be used either separately or in combination.

Construction: The following general procedures should be observed in constructing all types of rating scales.

- Relate the items directly to pre-established objectives. The characteristics which the items rate should be clearly observable.
- Keep the number of items to a workable minimum, determined by the objectives and by the grade and ability level of the students.
- State the items in simple, concrete terms. The vocabulary should be appropriate for the grade and ability level of the students, and it should be free from jargon.
- Include from three to seven discriminating points on the scale.
- Avoid extreme discriminating points at either end of the scale. For example, students may tend to ignore such absolutes as "always" and "never."

Other more specific procedures should be observed in constructing the three types of rating scales.

- Classified Rating Scales: In constructing the classified scale, teachers must consider the students' knowledge of the subject and their ability to judge degrees of quality. For example, a simplified rating scale might be constructed with only three discriminating points for junior high students to use in evaluating characteristics of an original myth.

Rating Scale for Original Myths (Natural Phenomena)			
Participation of Gods and Goddesses	___ *Good*	___ *Fair*	___ *Poor*
Explanation of Natural Phenomenon	___ *Good*	___ *Fair*	___ *Poor*
Reflection of Modern Values	___ *Good*	___ *Fair*	___ *Poor*

On the other hand, students who have had extensive practice with sentence structure might profit from filling out a more detailed rating scale before handing in a composition.

Rating Scale for Checking Sentences				
Sentences				
Complete	___*Always*	___*Almost Always*	___*Usually*	___*Often Not*
Varied in Length	___*Frequently*	___*Occasionally*	___*Rarely*	___*Never*
Varied in Kind	___*Frequently*	___*Occasionally*	___*Rarely*	___*Never*
Use of Coordinators	___*Excellent*	___*Good*	___*Fair*	___*Poor*
Use of Subordinators	___*Excellent*	___*Good*	___*Fair*	___*Poor*

- Descriptive Rating Scale: The discriminating points on the descriptive scale must be carefully constructed to offer specific enough criteria for the objective, accurate rating of qualities. The descriptions should be stated in behavioral terms. The following example illustrates a relatively simple descriptive rating scale which may be used to assist students in the composition and evaluation of original haiku.

Rating Scale for Haiku			
A. Season			
	Season is suggested imaginatively.	*Season is suggested tritely.*	*Season is merely named.*
B. Scene			
	Scene description contains vivid, fresh words.	*Scene is described but without suggestiveness.*	*Scene is merely pictured.*
C. Mood			
	Haiku starts a thought or emotion about human nature.	*Haiku starts a thought or emotion about nature.*	*Haiku suggests a mood.*

In addition to the descriptive phrases or sentences placed beneath each designated point, a space for comments may also be provided. For example, when students are asked to evaluate the content and organization of a composition, they may need the discriminating points of a more complex descriptive rating scale to help them evaluate the degree of effectiveness.

Rating Scale for Composition

Directions: *Rate the content and organization of your composition by placing an x anywhere along the horizontal line. In the space for comments, include anything that helps clarify your rating.*

Introduction:

Inappropriate: distracts from the topic	*Commonplace: no particular contribution to paper*	*Arouses interest: directs attention to topic*

Comment:

Thesis Statement

Unclearly stated	*Stated clearly*	*Stated convincingly*

Comment:

Illustrations:

Fail to prove thesis	*Partially prove thesis*	*Clearly prove thesis*

Comment:

Concluding Statement:

Unrelated to thesis	*Summarizes thesis*	*Restates thesis in a fresh and forceful manner*

Comment:

- Graphic Rating Scale: Because the graphic scale is directed solely to evaluation by asking students to decide the quality of a process or product on a numerical scale, it should be used primarily with able students who understand skills but are careless about applying them. This type of scale can serve as a much-needed reminder. For instance, even students who usually write well may fail to use transitions effectively. The scale that follows demonstrates how a skill can be consistently checked.

Rating Scale for Transitions	*From superior to poor use*				
1. Uses standard transition	*1*	*2*	*3*	*4*	*5*
2. Uses word hooks	*1*	*2*	*3*	*4*	*5*
3. Uses phrase hooks	*1*	*2*	*3*	*4*	*5*
4. Uses idea hooks	*1*	*2*	*3*	*4*	*5*

Such a rating scale supplied at the draft stage of a research paper might make the difference between a superior and an unintelligible product. Of course this type of rating scale can only serve as a guide and reminder to students who have already been taught the material or skill.

Variations: The following examples show how rating scales may be used to assess products, procedures, or personal-social behavior.

- A rating scale can be very useful in assessing oral compositions, speeches, panel discussions, reader's theatre, class discussions, and other types of oral presentations. Whatever the major objective--whether it be a creative blending of materials for reader's theatre, an informed contribution in a panel discussion, an organized answer in an oral composition--a brief rating scale may be used to assess just that goal.

Rating Scale for Reader's Theatre		
Selection of material		
___ *Creative blend of material that has tone and point*	___ *Material that makes a point or achieves a tone*	___ *Haphazard collection*

Rating Scale for Class Discussions

Directions: Make your ratings on each of the following characteristics by placing an x anywhere along the horizontal line. In the space for comments, include anything that helps clarify your rating.

1. *To what extent does _____ participate in discussions?*

Never participates	*Participates as much as others*	*Participates more than anyone else*

Comments:

2. *To what extent are _____'s comments related to the topic?*

Comments are usually unrelated	*Comments are usually related*	*Comments are almost always related*

Comments:

3. *Does _____ ask questions which stimulate discussion?*

Never asks stimulating questions	*Asks stimulating questions occasionally*	*Frequently asks stimulating questions*

Comments:

4. *Does _____ present fully developed rather than short responses?*

Responses are usually short	*Responses are sometimes developed*	*Responses are usually fully developed*

Comments:

5. *Does _____ respond to other students' comments or only to the teacher's?*

Responds only to the teacher	*Responds to other students sometimes, but more often to the teacher*	*Responds equally well to other students and the teacher*

Comments:

For those students who need assistance with the mechanics of oral presentations, a rating scale that not only evaluates but also guides toward improvement may be beneficial.

Rating Scale for Oral Presentation			
Voice	___ *Clear and emphatic*	___ *Monotonous*	___ *Weak*
Body language (posture, gestures, etc.)	___ *Appropriate and effective*	___ *Limited use of appropriate body language*	___ *Inappropriate movement or posture*
Eye contact	___ *Direct and frequent*	___ *Somewhat dependent on notes or script*	___ *Lacking*
Enthusiasm (overall, but evidenced in this case by facial expression)	___ *Alert and interested*	___ *Occasional evidence of interest*	___ *No evidence of interest*

- Rating scales may also be used in a number of ways to evaluate group work. Students may evaluate themselves in the group; occasionally one may act as an observer to evaluate the way the group is working; or all, including the teacher, may assess individual contributions to the group or evaluate how the group works as a whole. If students are shown the value of group work, are given clear guidelines as to what is expected, and are allowed to help evaluate themselves and other members of the group, then the old complaint "I don't like group work because some people get credit for doing nothing" may disappear. Below is one example of a classified rating scale that group members might use for group work. The complete sample is not given.

PEER EVALUATION OF GROUP MEMBERS

CHECK ONE FOR EACH MEMBER OF THE GROUP

Name of Rater: _____ *Date:* _____

Give a number to each group member

#1 *(John Jones)*
#2 *(Mary Smith)*
#3 _____
#4 _____
#5 _____

A. *CONTRIBUTED TO THE DISCUSSION:*	*Almost Never*	*Seldom*	*Sometimes*	*Often*	*Almost Always*
1.					
2.					
3.					
4.					
5.					

B. *DOMINATED THE DISCUSSION:*	*Almost Never*	*Seldom*	*Sometimes*	*Often*	*Almost Always*
1.					
2.					

C. *CHALLENGED IDEAS:*	*Almost Never*	*Seldom*	*Sometimes*	*Often*	*Almost Always*
1.					

D. *STAYED WITH THE TOPIC UNDER DISCUSSION:*	*Almost Never*	*Seldom*	*Sometimes*	*Often*	*Almost Always*
1.					

E. *ACCEPTED OPINIONS AND SUGGESTIONS OF OTHER MEMBERS OF THE GROUP:*	*Almost Never*	*Seldom*	*Sometimes*	*Often*	*Almost Always*
1.					

A combination rating scale and questionnaire, such as the following, may also help assess individual reactions to group work.

RATING SCALE FOR REACTION TO GROUP WORK

Group Purpose: _____

1. *How did you feel about this group? (Check one)*

Very Dissatisfied	*Somewhat Dissatisfied*	*Neither Satisfied nor Dissatisfied*	*Quite Satisfied*	*Very Satisfied*

2. *Please comment on why you felt this way.*

3. *Were there times when you wished to speak and did not?*

Almost Never	*Seldom*	*Sometimes*	*Often*	*Almost Always*

4. *What helped you to take part in the discussion?*

5. *What hindered you from taking part in the discussion?*

6. *Give suggestions for improving the next group session.*

Strengths and Limitations: Although the rating scale is not as easy to construct as the checklist, it has the same advantages; that is, it directs the observer to specific behaviors, provides a common frame of reference for comparing all students on the same set of characteristics, and is a relatively easy method for recording observations.

However, the rating scale is valid only if the rater has a number of opportunities to make observations. Validity is also affected by conscious or unconscious personal bias. Judgments may be made on the basis of whether a person is liked or disliked. Related to this factor is the tendency of some evaluators to favor either the higher or lower extremes of a rating scale. A third limitation involves the construction of the discriminating points on the scale. No matter how carefully the traits are worded they are highly susceptible to differences of interpretation. Finally, traits are not consistent in an individual; the same person may exhibit different traits from day to day or from task to task.

Of the three specific types of rating scales analyzed, the descriptive is more reliable, more useful, and more accurate than either the classified or graphic because it gives raters more information on which to base their judgments. Also, since short descriptions are more precise than either numbers or single words, interpretations tend to vary less from rater to rater.

NARRATIVES: ANECDOTES AND COMMENTS

Several of the devices already mentioned in this brief guide are included in many teachers' repertoires as standard classroom practice. The narrative, however, is seldom used, probably because it is so time-consuming to keep. The narrative is included here, not because it is feasible to keep such records on all students, but because it fills a void that no other type of assessment can fill: it provides a unique record of behavior for each student from which inferences regarding tastes, habits, and values can be drawn.

Description: In observing and recording comments about behavior, psychologists use "the anecdotal record," a highly objective description which, if recorded by trained observers, can be likened to a collection of scientific data. As applied to our English program, "the narrative" is based only loosely on such a technique. Briefly, the term "narrative" refers to a series of entries, made by either the teacher or student, in relation to a particular task or type of activity such as the following: behavior in group work, selection of material and comments about the works in free reading, frequency and quality of class participation, and attitude toward writing and assessment of strengths and weaknesses. The series of entries should be filed in one place--a free reading record card, a composition folder, a student log book. It is only from the collection of entries that valid inferences can be drawn. For each entry, the teacher (or student) should include the date entered, the anecdote, which is the factual description of a meaningful incident, and the comments, which include anything not classified as an anecdote--from the interpretation of the behavior to recommendations for altering the behavior.

Construction: Although this form has few of the complications of construction encountered in some of the other devices, the narrative does require a degree of uniformity and consistency to make it a useful tool.

- Be selective in determining what behaviors should be evaluated. The selection of behaviors should be dictated by the objective of the assessment. For example, the goal may be to assess a student's behavior during group work. Consequently, all anecdotes should be directed to that objective; extraneous details such as usage errors or the values the student may express about the subject matter should be recorded separately if they are significant.

- Record the incident as soon after the observation as possible, and always date the entry. If used for a short term, such as a four-day observation of group work, the dates may not seem important. However, a follow-up at another time or a long-term account, as with free reading records, make the dating important.

- Be as objective as possible. Objectivity can be increased by trying to separate the interpretation of the incident from the factual description. For instance, if a student slammed a book, that fact should be recorded in the anecdote. The interpretation may then note that the student "got angry" and why. Objectivity can also be increased by recording both positive and negative incidents. The fact that a student may be negative for several days in a group project should not influence the teacher's observation if the same student demonstrates positive participation on another day.

- Observe and record enough of the situation to make descriptions meaningful. The behavior should be recorded within the context of those situational conditions which seem necessary for understanding the student's actions. For example, a student may act in a hostile manner toward another student, but such behavior may be a retaliatory act.

- Record a significant number of entries before attempting to draw inferences. What is "significant" depends on the objective and the pattern observed. Four entries may be sufficient to lead a teacher to infer that a student does not accept his or her responsibility as a group member. However, for long-term objectives dealing with tastes or values, more entries would be needed.

  The following is one example of the form and purpose of a narrative record:

  After assigning a project to each of five groups, the teacher allowed twenty minutes per class for four class periods in which students could prepare. During the first ten minutes, before students encountered problems requiring assistance, the teacher observed the interaction among students and identified five who obviously needed help in handling this kind of activity. These entries, along with peer ratings, provided the teacher with specific details to use in a follow-up conference with each student.

John Burke — *Group Work*

9-15 - Chair pulled back from group. Played with rubber band. Refused to be recorder. Said "I don't care," when group was ready to decide.

9-16 - Asked to go to lavatory as soon as groups formed. Slammed book when I refused. Said "This is a waste of time anyway." Looked at magazine. Told group leader plot was "dumb."

9-17 - Joked with group members. Agreed to take role of Joe Namath. Suggested some dialog.

9-18 - Sharpened pencil. Talked to member of another group on way back to seat. Sat looking out window.

Comments: John was not accepting his responsibilities as a group member; he was able to respond only when his personal interest was motivated.

  Although teachers retain general impressions of both positive and negative aspects of students' behavior--and may even remember specific incidents--nevertheless, they often need the concrete accounts of brief narratives which provide convincing evidence to discuss with the students and parents.

Variations: The narrative may be adapted for use in assessing reading habits, writing habits, speaking habits, and group process.

- Is it possible for a teacher to keep track of the reading habits of 150 students? Perhaps not. Perhaps the teacher should begin with keeping a record for one class or for a random sample. However, if a teacher has students on an independent reading program, does "Free-Wheeling" units, gives reading choices within units, and has conferences, some reading records are already being kept. These records could be consolidated into one record under dated entries.

  The goal of the following record is to assess the extent to which the student seems to value reading. The teacher, who is keeping the record in this case, would consider points like the following: Does the student have a library card, use the

classroom library, or the school library, borrow books from others? How much does the student read? What kind of material? What comments does the student volunteer about reading?

Ann Brock

9-10 - Chose Talk of the Town, 120 p. "I'm a slow reader." (The teacher would be tempted, too soon perhaps, to suggest a book that would take Ann one step up from her title, junior-high-level first choice.)
10-15 - IR A Place of Her Own...130...enjoyed...evidence of empathy
11-21 - Chose Jew in Lit. for independent project...Contracted to read Night and 10 stories...min.
12- 1 - Completed novel and stories on time. "Why do we have to read things like Night?"
3-10 - IR The Collector...304...Recommended by friend... Hooked...Good insights into central character. (This entry marks the first evidence of Ann's choice of a longer work of some quality.)
3-30 - Minimum readings for unit
4-20 - Chose Lord of Flies..Gave good reasons for choice... All Quiet too much like It readings
4-25 - "I don't watch TV."...followed by evidence that she watches more than she is aware
5- 1 - "An awful lot of required reading is depressing."
5- 5 - IR The Wanderer...253...Imaginative response

Several conclusions can be drawn about Ann's growth in reading. First, although she does not respond well to assigned reading, she fulfills her responsibilities. But more important, she has grown significantly in her choice of quality, her willingness to read longer works, and her insight into some of the material.

The following example is a student's own record of responses to reading.

Robin Smith *Outside Reading Inventory*

10-3 - GONE WITH THE WIND - MARGARET MITCHELL

I enjoyed Gone With The Wind. It gave me some background to the Civil War as well as told a story about a family living then. The first four chapters I thought were boring, but the book picked up afterwards. I'm glad I took the time to read it.

11-15 - SUMMER OF '42 - HERMAN RAUCHER

I didn't really enjoy this book all that much. The reason being that I do not enjoy reading about teenage boys' fantasies and that's mainly what the book was about. I was not really sure, when I chose to read this book, what it was about. I would only give it a fair rating.

12-18 - PAPILLON - HENRI CHARRIERE

I thought this book was excellent. It gave me more knowledge about the treatment in the prison camps in France; the real, hard facts. I felt as if I was there with Papillon while he traveled around, and tried to escape the penal colonies. Excellent book. I enjoyed it so much that I also read the further adventures of Papillon, Banco.

1-19 - SERPICO - PETER MAAS

I thoroughly enjoyed this book. I enjoy reading biographies of people's lives, especially when they are famous people. It was exciting, seeing what his next job would be and how he went about it. It showed me the corruption in the police force that I did not know about. Very good book!

Although at this point the teacher could easily determine that Robin chose novels based on films and might want to broaden her interest, it would be better to let her draw her own conclusions about her reading tastes by answering the following questions:

How many books did you read?

Into what categories (genres or modes) would you place your books?... romance, adventure, science-fiction, autobiography, historical novel, self-improvement, detective, or other.

Why did you read each book? (Saw movie, friend recommended it, liked picture on cover, blurb attracted you, read a review of it, or other.)

What new category would you like to try?

- Perhaps one of the most useful ways to use the narrative is with the listing of comments in the composition folder. The joint effort of teacher assessing and student recording culminates in a useful account of student growth.

In addition to measuring student growth in skill development, the narrative can be used to measure attitudes about writing. The following questions may be used to

provide the teacher information about student's attitudes or problems. Does the student write on his own--personal or social writing, free writing, material for the literary magazine or contests? Does he freely choose his own topics? Is he willing to share his writing with others? Does he revise ungraded, free writing?

Jack Wilson

9-10 - First comp. late
9-17 - "I never do anything worth writing about."
10- 3 - Sat 15 minutes before getting to work on draft (Unable to get to him today.)
10- 5 - Comp. overdue. Called home
10-10 - Unwilling to let work be reproduced; however, shared with partner free writing description after suggestion by teacher
11-17 - Had to be given topic for brief research assignment (It became clear that what might have passed, unrecorded for willfulness or bad working habits, is more likely a problem with "invention.")
12- 1 - Volunteered to give oral comp. in class..group topic assignment (There is little evidence of growth or valuing in this semester record; however, some modest evidence might appear before the end of the year if the teacher were able to break through the "invention" block.)

The narrative can also be used in the composition program as a way of involving students in keeping a record of their growth throughout the year. On a chart attached to the composition folder, students should record the following for each composition:

Date - This becomes, throughout the year, a good indication of the frequency with which students write.

Type of Writing - Students will need to be taught how to use terminology such as "personal narrative" or "expository paragraph." As they begin to grasp the characteristics of the different types, they will find this column to be a ready reference to a type of writing they might review before doing a similar assignment.

Major Goals (or Skills, or Objectives) - Teachers should make students aware of these goals during the instruction which precedes the writing. Some teachers have students write the goals at the top of the paper being turned in. Others hand out cover sheets for the papers with the goals listed and use these as a check list in grading the papers. In all cases, the grade and teacher's comments should be related to the goals.

Major Strengths and Weaknesses or Comments - This column becomes a narrative record of the students' progress throughout the year. In the early stages, students tend to list whatever the teacher has written on the paper. If the teacher takes the time to talk about writing after the papers have been returned, students may begin to improve their ability to generalize about the quality of their performance.

Grades - The information in the column should be useful in discussing how composition grades are computed.

Some teachers ask that additional information be recorded on the charts:

Student Comments - If students are encouraged to record their reactions, the teacher may gain some useful information about whether or not students enjoyed the assignment, agreed with the teacher's evaluation, had difficulty understanding comments, and so forth.

Personal Goal - If a student demonstrates a particular weakness which was not one of the major objectives, the teacher could note the skill on the paper, have the student record it as a personal goal for the next paper, and follow-up with assessment of that skill the next time the student writes.

- Language activities seem to be better assessed by means other than a narrative. Yet, how else can data be gathered for the generalization, "Students may pass the test, but their language in the halls and cafeteria is atrocious"? Following students around the school with a note pad or tape recorder is out of the question. However, the teacher may note usage patterns of a particular student or class by listening to talk before or after class; listening to students responding in groups; or listening to informal responses in improvisations, round table discussions, panels, and so forth. The narrative can provide the teacher with the basic problems which should be attacked in future instruction.

- In assessing group interaction or in evaluating the group product, checklists and rating scales are probably the most efficient devices. However, in describing by what process a group actually attacks and solves a problem, the narrative provides useful insights to the teacher and the students. In order to capture the behavior, the teacher may set up a tape recorder on the fringe of each group and tape the dialog. Five minutes of listening to each tape should reveal that what authorities say about group process is true: students do use process skills intuitively. The value, then, is not in learning the simple process, but in learning <u>about</u> it in order to perfect weaknesses. For example, if one group of students is never able to complete a task within the given time, the teacher might listen to a dialog to identify the problem: Are they unable to define the task? Is there one person who holds up action by asking irrelevant questions? The comments in the narrative would ultimately be useful to the group and the individual students.

<u>Strengths and Limitations</u>: Although the narrative has frequently been limited to the area of personal-social adjustment, that is a needless limitation since it may be used to obtain data pertinent to a variety of learning behaviors. By providing a continuing description of actual behavior in natural situations, the narrative may be used to determine the extent of change in a student's typical patterns of behavior. Further, by making concerted efforts to keep anecdotal records, teachers increase their awareness of characteristic behavior as well as behavior that is exceptional but significant.

One limitation of the narrative, obviously, is the amount of time required to assess in this manner. The physical act of recording anecdotes is time-consuming. In addition, reliable observations can be made only over a period of time and in a variety of situations. And more time is required to interpret the anecdotes in order to draw valid conclusions.

A second limitation indirectly involves a time factor. To produce a meaningful narrative, the teacher must concentrate on one student to the exclusion of others, especially when assessing personal-social behavior based on direct observation.

A third limitation stems from the difficulty of being objective. Training and practice can reduce biases, but cannot eliminate them totally because a degree of subjectivity must enter in whenever a teacher interprets a student's behavior.

• • •

Emphasis throughout this section has been on basic assessment devices, their construction, and their application as determined by their particular strengths and limitations. How these devices may be used in our English program must be related to the full scope and sequence of the performance goals established for our students. The next section examines the relationship between assessment devices and the evaluation of sample goals in composing, interpreting, and language activities.

PART THREE: ASSESSING SAMPLE GOALS IN COMPOSING, INTERPRETING, AND LANGUAGE

In the preceding section of this bulletin, a variety of assessment devices and techniques have been defined and illustrated as they might appear in parts of our English program. To arrive at this variety, we looked at the means of assessment from a number of sources: types of objective test items perfected by the commercial producers of tests and by educators proficient in the area of tests and measurement; essay test items commonly used by classroom teachers; check lists and rating scales effectively used by business administrators, among others; and finally, narratives or anecdotal records which record observations made by the behavioral scientists. Obviously, no one method "belongs" exclusively to any one group. And considering the diversity of activities and goals in English, we can utilize all techniques to help develop our proficiency in assessing growth.

The major purpose of this section is to illustrate the ways in which the various devices and techniques can be used to evaluate student performance in achieving the goals of the English program. For this purpose we have selected from A Sequence of Composing, Interpreting, and Language Activities seven performance goals representing each of the three strands of the program:

To support a generalization with specific detail (composing)
To organize material according to an appropriate pattern (composing)
To identify a theme of a work of literature (interpreting)
To identify the bias of an article and to explain the methods of slanting that are used (interpreting and language)
To reproduce and expand basic sentence patterns (language)
To analyze the use of figurative language in poetry (interpreting and language)
To differentiate between standard and non-standard forms of English usage (language)

For each of the goals we have given approximately five different illustrations of ways in which student performance could be evaluated. Our intent in developing these assessments was to use as many different techniques as possible from Part Two to illustrate the alternatives teachers have. Each assessment has been written as a behavioral objective which includes the task and the expected performance.

Given the task (the activity, situation, or material), the student will perform in the manner stated.

In parentheses, following the behavioral objective, we have indicated the particular form of evaluation used.

Despite the range of evaluation included for these seven goals, some of the judgments about performance which are normally made in the course of English instruction are missing. For example, the most obvious way to assess achievement in composition is to read the student's paper, a technique which cannot be as neatly illustrated as an objective test. Listening to comments in class discussions and observing affective responses are other types of on-going evaluation which should not be overlooked. The last part of this section deals with those special problems of assessment in English.

ASSESSMENT OF SELECTED PERFORMANCE GOALS

Performance Goals: To support a generalization with specific detail

Note to the teacher: The most logical way to assess this goal is to read a composition which the student has written. But because grading compositions is so time-consuming, it is helpful to have alternative methods to make evaluation more objective for quicker scoring. These types of assessment suggest such objective formats which can be used as supplements to the usual composition program.

These five suggestions are arranged generally in order of difficulty, requiring the student to move from selecting answers to generating ideas in writing. The first two could be used for screening students since this goal appears on all grade levels. The third is an appropriate, although academic, exercise with the limitation of having students develop a topic in which they have no interest (and possibly, little knowledge). The fourth suggests the framework for a paragraph but allows ample opportunity for development. (A caution is in order here: students might fulfill the "letter" of the assignment and amuse themselves at the same time by exaggerating details so grossly that they become ludicrous. This would not develop the generalization in the last sentence.) The fifth is another structured chart which demonstrates students' mastery of the goal and provides relative ease of grading.

Assessment #1: Given a topic sentence and possible supporting statements, the students will differentiate between relevant and irrelevant support. (Check List)

Topic sentence: Snoring may be due to one of several causes.

Yes	*No*	
(X)	___	*Snoring may be caused by enlarged tonsils and adenoids.*
___	(X)	*Snoring can irritate the sinus passages.*
___	(X)	*One person in six snores.*
(X)	___	*Snoring may be caused by a sinus infection and nasal clogging.*
(X)	___	*Allergy often encourages snoring.*
(X)	___	*Excessive smoking may change the throat tissues and lead to snoring.*
___	(X)	*A book was just published on devices to cure snoring.*

Assessment #2: Given a short paragraph, students will identify any support that is irrelevant and select from options the most relevant details to add. (Multiple Choice)

(1) Some regiments took on special characteristics. (2) The New York 7th was a dandy outfit, private soldiers wearing tailor-made gray uniforms as trim as so many West Pointers. (3) The 33rd Illinois had many college students and teachers in its ranks and was known as the "Brains Regiment." (4) Several regiments from Pennsylvania were among the first involved in the Civil War. (5) The 8th Wisconsin was famous as the "Eagle Regiment," because its Company C came to camp with a live eagle as mascot.

Sample Questions

(c) 1. The sentence with the least relevant support is
a. Sentence 2
b. Sentence 3
c. Sentence 4
d. Sentence 5

(a) 2. Which of the following details best supports Sentence 3?
a. The 33rd Illinois was organized by Charles Hovey, principal of the State Teachers College.
b. Mr. Hovey later became the colonel of the regiment.
c. Many of the privates won officers' commissions because of their courage.
d. It was one of the best known regiments of the North.

(c) 3. Which of the following least supports Sentence 5?
a. The eagle, "Old Abe," was carried between regimental and national flags wherever the regiment went.
b. Old Abe was taken into battle.
c. The Eagle Regiment had an outstanding war record.
d. The eagle survived the war and was taken back to Wisconsin to become a central figure at veterans' reunions.

Assessment #3: Given a topic sentence, students will supply five statements of relevant support. (Short Answer)

Examples: Bad luck can take many forms.
It should be summer all year round.

Assessment #4: Given a skeletal paragraph, students will rewrite it to develop the generalization with specific, relevant details. (Restricted Response Essay)

As the young boy and his teenaged brother rounded the turn of the road, they spotted the body of a close friend and neighbor. The elderly man lay on his side. On the right side of the pavement sat four high school friends in a battered car. The horror of the scene sickened the two boys.

Assessment #5: Given a character from a piece of literature, students will make a generalization about the character in a topic sentence and list (or develop completely) at least three examples from the story to support it, each in turn developed with a quoted passage.

Example: Huck Finn's increasing maturity is illustrated throughout the novel.

	Quotations
a. Pages 46 and 50 show that even though Huck's reason for going to school was childish, he could and did adapt to a new situation easily.	

b. *Pages 51+ show how Huck tried to recognize a problem and figure out a solution.*
c. *Page 105 shows the mature development of his moral values--his ideas of right and wrong.*

Performance Goal: To organize material according to an appropriate pattern

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Note to the teacher: Because exercises preliminary to writing differ from actual writing activities, teachers must be sure that they are assessing composing goals through students' writing. The first assessment here is actually an exercise preliminary to writing; nevertheless, it asks the students to apply what they know about chronological ordering in re-organizing the paragraph. In the second and third, students not only have to produce a composition, oral or written, organized in a specific manner, but they also have to be able to analyze the organizational patterns of the compositions. The fourth requires students to know a variety of patterns and to choose the most appropriate to answer a given question.

Assessment #1: Given a paragraph to read, students will identify whether all sentences are written in order of chronology and reorder the sentences if not so written. (Check List)

Directions: After reading the following selection, check which sentences are not in chronological order and place them where they belong. (Check List)

(1) As a baseball player George has moved around. (2) He started his career in the sandlot league. (3) After five years he joined the major league when he was purchased by the Cincinnati Reds. (4) He was sold to the minors. (5) He spent five years in the Piedmont League after sandlot baseball.

Sentences	*Yes*	*No*	*Reordering of Sentences*
1			
2			
3			
4			
5			

Assessment #2: Given a topic for an oral composition and a pattern of development, students will organize their material appropriately and speak on the subject. (Check List, Open-ended)

___*Yes* ___*No* *Is there an organizational pattern evident?*

*What is the pattern?*_____
*Clues to the pattern*_____
_____
_____
_____

___Yes___No *Are there any sentences that do not follow the chosen structure?*

Identify them _____

_____

How could they be reorganized _____

_____

_____

Assessment #3: Given a specific topic and a pattern of development, students will organize their essay accordingly.

Directions: Write a narrative paragraph using a chronological pattern of organization. When finished, have your neighbor check whether each succeeding sentence logically develops the narrative and reorder the sentences where necessary.

Sentences	*Yes*	*No*	*Reordering*
1			
2			
3			
4			
5			
6			

Assessment #4: Given an essay question, students will select from a list of patterns the one which is most appropriate for the development of the essay. (Multiple Choice and Essay)

Directions: Listed below are five essay questions on "Flight" by John Steinbeck. For each, (1) circle the key word which indicates the purpose of the question, (2) convert the question into a statement (if necessary) and underline the controlling idea, and (3) indicate in the blank before the question which of the following organizational patterns would be the most effective to use in organizing an answer to the question. Choose one and develop the answer.

--comparison/contrast
--chronological order
--classification
--definition
--spatial order

(classification) 1. *In what ways can "Flight" be considered an example of naturalistic fiction?*

(comparison/contrast) 2. *Cite the event which turns Pepe into a man and describe him as he appears before and after that event.*

(definition) 3. *Although Pepe considers himself a man, his mother disagrees. If she were asked, "What is a man?" what might she reply?*

(spatial order) 4. *Describe the changes which occur in the natural environment as Pepe makes his way up the mountain.*

(chronological order) 5. *Using an example from your own experience, support or refute Mama Torres' idea that a person becomes an adult when an adult is needed.*

Performance Goal: To identify (or state) a theme of a work of literature

Note to the teacher: The six sample assessments here are arranged basically in order of difficulty. The first would probably be used to determine whether or not students could determine the difference between literal and abstract levels, between simple generalizations and themes, and between good theme statements and cliches. In the second and third, students are required to read passages and draw some conclusions about theme; nevertheless, they do not have to state the theme themselves. The fourth requires students to think more analytically about a given theme statement, and more important, to justify a position in writing. The fifth and sixth, of course, demand more skill in critical analysis and composing ability.

While all of these assessments can screen those students who can identify theme from those who can't, only the first can discern a particular weakness; for instance, the student may not be able to differentiate among levels of abstraction. All six are essentially designed for summative evaluation.

Assessment #1: Given a list of statements, students will identify those which are an adequate statement of theme. (Multiple Choice Items)

Directions: From the list below, select those that are statements of theme (not statements of plot and not cliches) and mark an "x" next to your choice.

___ a. *Paul and Judy finally became good friends.*
(x) b. *Self-esteem is more important than public recognition.*
___ c. *Saturdays are always busy days.*
(x) d. *Men cannot control indifferent nature.*
(x) e. *Making good friends is not often easy, but it can be rewarding.*
___ f. *Life is not a bed of roses.*

Assessment #2: Given a short piece of literature and a series of questions, students will select answers which show their understanding of the theme of the work. (Multiple Choice and Short Answer)

Questions on the theme of "The Lottery" by Shirley Jackson.

(c) 1. *In the light of the conclusion of the story, the first three paragraphs demonstrate the literary device of*
   a. *verbal irony*
   b. *dramatic irony*
   c. *situational irony*
   d. *symbolism*

(a) 2. *Old Man Warner wants to hold tenaciously to the ritual because*
   a. *he believes in the power of tradition.*
   b. *he wants a good harvest.*

c. he likes to get together with his neighbors.
d. he believes the youth will lead the village astray.

(d) 3. When the Hutchinson children, Nancy and Bill, Jr., laugh at their own blank slips of paper, Shirley Jackson implies that
a. children rarely think about death and dying.
b. they do not take the lottery seriously.
c. children should have more concern for their parents.
d. human nature can be callous and unthinking.

4. Each of the following statements is implied in "The Lottery." Choose one and justify it with quotations from the story.
a. Primitive hatreds are a part of modern life.
b. Man needs an excuse for persecuting his fellow man.
c. Human sacrifice exists even among civilized men.
d. Tradition rules our lives.

Assessment #3: Given a short passage, the students will select the best theme statement from a list of possible themes. (Multiple Choice Item)

The Man He Killed
by Thomas Hardy

"Had he and I but met,
By some old ancient inn,
We should have sat us down to wet
Right many a nipperkin!

"But ranged as infantry,
And staring face to face,
I shot at him as he at me,
And killed him in his place.

"I shot him dead because--
Because he was my foe,
Just so: my foe of course he was;
That's clear enough; although

"He thought he'd list, perhaps
Off-hand-like--just as I--
Was out of work--had sold his traps--
No other reason why.

"Yes; quaint and curious war is!
You shoot a fellow down
You'd treat if met where any bar is,
Or help to half-a-crown."

___a. Soldiers in war are unusual and curious.
(x) b. War is irrational.
___c. A man must sometimes kill another only because he is an enemy.
___d. War takes men away from the bars.

Assessment #4: Given a poem and a statement of theme, the student will agree or disagree with the statement and support his answer with references to the poem. (Restricted Response Essay)

Example: A possible theme statement for "The Road Not Taken," by Robert Frost follows: It is often difficult to tell the difference between two roads before a person has traveled either one of them. Agree or disagree with this as the best way to state the theme and briefly support your position by referring to the poem.

Key to Answer: The student should see that the given statement is too literal and refer to phrases from the last stanza "I shall be telling this with a sigh/ somewhere ages and ages hence:/Two roads diverged in a wood, and I--/I took the one less traveled by, And that has made all the difference."

Assessment #5: Given a particular work of literature, the student will state the theme and explain how the theme is developed. (Extended Response Essay)

Directions: After reading the following poem, "Ex-Basketball Player," by John Updike, state the theme and explain how the theme is developed. In order to clarify the theme, develop a list of specific persons, places, and things and show how these contribute to the imagery of the poem, which in turn contributes to the theme. Clarification of the theme may also be obtained by contrasting Flick Webb's position as it once was in the town and as it now is and then answering the question of what caused such a disparity.

Performance Goals:	To identify the bias of an article and to explain the methods of slanting that are used

Note to the teacher: The first two assessments, based on the same sample, illustrate two levels of the depth of assessment. The first could be used to estimate the number of students in the class who have a fairly good grasp of the difference between facts which could be verified and opinion. The second calls for a greater number of higher level skills such as identifying audience, recognizing propaganda devices, identifying symbols, and generalizing about the bias. This assessment would almost certainly be used after a unit of instruction. The third assessment, like the first is easy, partly because of the simple content and partly because the students' task is not complicated. The fourth requires a much higher level of critical analysis; the fifth is even more difficult in that students must create a sample of biased writing.

Assessment #1: Given an advertisement, students will differentiate verifiable facts from opinions. (Alternative Response)

An actual Eastern Airlines advertisement shows a picture of a bird, with wings still spread, lighting momentarily on a human hand. The words which accompany the picture are printed below as part of the activity.

(1) Eastern Airlines is a billion dollars worth of aircraft,
(2) one of the most sophisticated maintenance systems in the world,
(3) the largest real-time airlines computer in existence,
(4) 1400 take-offs and landings everyday;
(5) acres of terminals, hangars, warehouses, and buildings;
(6) 32,000 of the most dedicated people in aviation,
(7) and one dream:
making flying as natural for you
as it is for him.

Directions: For each line in the above ad, tell whether it is fact, opinion or a combination of the two. Be able to defend your answers.

Line 1	*Fact*	*Opinion*	*Combination*
Line 2	*Fact*	*Opinion*	*Combination*
Line 3	*Fact*	*Opinion*	*Combination*
Line 4	*Fact*	*Opinion*	*Combination*
Line 5	*Fact*	*Opinion*	*Combination*
Line 6	*Fact*	*Opinion*	*Combination*
Line 7	*Fact*	*Opinion*	*Combination*

Assessment #2: Given the same advertisement, students will select answers which reveal the methods of slanting. (Multiple Choice)

(c) 1. This ad is aimed primarily at which of the following groups? (a) 10-15 year old school children (b) 20-25 year-old Peace Corps volunteers (c) 35-50 year-old business people (d) 50-65 year-old bird watchers.

(d) 2. The creators of this ad might want us to look upon the eagle as a symbol of all but which of the following: (a) a free creature (b) the symbol of America (c) the embodiment of strength, power, and beauty (d) a bird of prey.

(b) 3. Which of the above lines is free from opinion? (a) line 2 (b) line 4 (c) line 6 (d) line 7

(b) 4. Which of the following slanting techniques is most prominent in the ad? (a) band wagon (b) statistics (c) snob appeal (d) youth appeal?

(c) 5. The authors of this ad probably hoped to create the impression (a) "We are the largest" (b) "We are the least expensive" (c) "Everything we do is for you?" (d) "The fastest service is the best."

(a) 6. If the ad writers had included a line which said, "We're much more careful than the inconsiderate capitalists that run the other air lines," they would have been clouding the issue with (a)name calling (b) band wagon appeal (c) statistics (d) faulty cause and effect.

(d) 7. If the authors were to list further details to help convey the same message, they would most likely include which of the following sentences? (a) Our flight attendants have the finest uniforms. (b) Our ground crew is very well paid. (d) We average only two accidents per hundred flights. (d) We have recently added one hundred of the world's finest chefs to our staff.

(b) 8. If a slogan were to accompany this ad, the slogan would most likely be (a) Come Fly With Me (b) The Wings of Man (c) The Eagle Has Landed (d) Become a Bird.

Assessment #3: Given two sample paragraphs, the student will distinguish the unbiased from the biased, underline words which reveal the slant of the latter, and state the attitude of the biased author. (Short Answer)

__ Biased 1. x Unbiased

New York is the largest city in the world. Its narrow, crowded streets, lined with enormous buildings, make the visitor feel that he is in the bottom of a gigantic canyon. New York's buildings are, in fact, one of the most outstanding things about the city. Its one-hundred-and-three story Empire State Building is one of the tallest in the world, and people come from everywhere to see it and the other landmarks of this huge city.

x Biased 2. *New York is the largest city in the world, and, for a great many people, the cruelest city in the world. When hearing about New York,*
__Unbiased *one usually hears about the magnificent buildings, the excellent transportation system, the famous night clubs, the glamorous night spots in Harlem, or the eccentric Greenwich Village. It is true that New York does have these things, and more, but this view of the city ignores the fact that many of the buildings are architecturally ugly, that the subways are dingy and crowded, that many of the night clubs are shoddy clip joints, that most people in Harlem have never been inside the night spots, and that many of the eccentricities of Greenwich Village are by no means attractive.*

State the attitude of the biased writer.

Assessment #4: Given a persuasive essay, the student will analyze how speaker, audience, and occasion contribute to the bias of the essay and analyze the methods of persuasion to slant the essay. (Restricted Response Essay)

Directions: After reading Thomas Paine's "The Crisis, Number 1," analyze the qualities of the speaker (his personality and special qualifications), the audience (who and what the speaker expects of it) and the occasion (what special occasion) that contributes to the bias of the essay. Then analyze the means of persuasion (logic, emotion, tradition), concentrating particularly on elements of language, used to slant the essay.

Assessment #5: Given a sample essay and a specific topic, the student will imitate the methods of slanting used in the essay to write a biased essay of his own on the given topic.

Performance Goal: To reproduce and expand basic sentence patterns

Note to the teacher: Some of the following assess what students know about syntax; others assess what the student can do in manipulating syntax; and still others assess both. The first two examples are rather standard activities commonly used to assess the goal. The third, a sentence-combining exercise, can be used to assess students' ability to generate sentences with varied structure without their having to be conscious of particular patterns or it can be used in conjunction with study of basic sentence patterns. The fourth is an objective exercise which suggests a format that could be used for either a diagnostic test or an achievement test measuring mastery of a unit of study. The fifth and sixth, like the sentence-combining exercise, measure the extent to which students can imitate a variety of structures.

Assessment #1: Given one or more basic sentence patterns, students will write examples to illustrate the patterns. (Short Answer)

Assessment #2: Given sample sentences, students will identify the basic patterns. (Short Answer or Multiple Choice)

Assessment #3: Given a group of kernel sentences, students will combine them at least three ways to illustrate three different sentence patterns, labeling each. (Short Answer)

Assessment #4: Given a simple sentence and a series of questions, students will select answers which demonstrate their knowledge of sentence patterns and position, number, and types of phrases and clauses. (Objective Items)

"He caught changing view of the ground covered with men who were all running and yelling like pursued imps."

(b) 1. *Which describes the number and types of clauses with the sentence?*
   a. *two (both independent)*
   b. *two (one independent, one dependent)*
   c. *three (one independent, two dependent)*
   d. *three (two independent, one dependent)*

(a) 2. *Which correctly describes the basic patterns of the clauses in this sentence?*
   a. *N-V-N, N-V*
   b. *N-V-N, N-LV-Adj.*
   c. *N-V, N-V-N, N-V-N*
   d. *N-V-N, N-LV-Adj., N-V-N*

(a) 3. *Which of the following is used as a predicate in the sentence?*
   a. *caught*
   b. *changing*
   c. *covered*
   d. *pursued*

(d) 4. *How is covered with men used in this sentence?*
   a. *as a verb phrase*
   b. *as an adverbial phrase modifying caught*
   c. *as an adjective phrase modifying who*
   d. *as an adjective phrase modifying ground*

(b) 5. *How is who were all running and yelling like pursued imps used in this sentence?*
   a. *as an adverbial clause modifying covered*
   b. *as an adjective clause modifying men*
   c. *as an independent clause*
   d. *as a noun clause functioning as direct object.*

(c) 6. *Which of the following is NOT a prepositional phrase?*
   a. *of the ground*
   b. *with men*
   c. *all running*
   d. *like pursued imps*

Assessment #5: Given sample sentences, students will write original versions which imitate the structure but supply new content.

Directions: (to the student) Imitate the structure of the following sentences; supply your own content. Your response will be graded for your ability to approximate the structure of the model.

1. *"Great was his care of them." -- Jack London*
2. *"Away she darted, stretching close to the ground." -- Francis Parkman*
3. *"The big thing, exciting yet frightening, was to talk to her, say what he hoped to do." --Bernard Malamud*
4. *"Their blue shirts, starched, shining as if varnished, ornamented with a little design in what at the neck and wrists, puffing about their bony bodies, seemed like balloons ready to lift them into the sky." -- Guy de Maupassant*
5. *"When a child first catches adults out--when it first walks into his grave little head that adults do not have a divine intelligence, that their judgments are not always wise, their thinking true, their sentence just--his world falls into a panic desolation." -- John Steinbeck*

Assessment #6: Given examples of short, descriptive paragraphs, students will write original versions which imitate the sentence structure but supply new content.

(An excellent source for suitable paragraph models is Gift from the Sea by Anne Morrow Lindbergh. She writes primarily descriptive paragraphs, each of which is simple, easy to understand, and varied in sentence structure but not too complex for students trying to imitate her style.)

Performance Goal: To analyze the use of figurative language in poetry

Note to the teacher: One goal in devising ways to assess students' understanding of figurative language is to avoid the standard matching of examples with terms. Although this exercise may accurately measure the extent to which students can remember terminology and apply the definitions to examples, it tells little about the students' ability to create figurative language or evaluate its effectiveness.

The first assessment is the least difficult in complexity of format but very difficult in content. Yet terminology has been kept to a minimum; and the objectives focus on students' differentiating between literal and figurative language. The second assessment requires students to create original examples; and although knowledge of terminology might help, it isn't essential. The third and fourth require the student to analyze the effect of figurative language on the poem as a whole. In both cases, the student must respond in writing although the third provides a guide for the structure of the answer.

Assessment #1: Given a short poem and a series of questions, the student will select answers which demonstrate his understanding of figurative language. (Objective Items)

Richard Cory

by Edwin Arlington Robinson

Whenever Richard Cory went down town,
We people on the pavement looked at him:
He was a gentleman from sole to crown,
Clean favored, and imperially slim.

5 And he was always quietly arrayed,
6 And he was always human when he talked;
7 But still he fluttered pulses when he said,
8 "Good morning," and he glittered when he walked.

9 And he was rich--yes, richer than a king,
10 And admirably schooled in every grace:
11 In fine, we thought that he was everything
12 To make us wish that we were in his place.

13 So on we worked, and waited for the light,
14 And went without the meat, and cursed the bread;
15 And Richard Cory, one calm summer night,
16 Went home and put a bullet through his head.

(d) 1. Which of the following groups of lines can be considered the most matter-of-fact?
a. Lines 1, 2, 3, 4
b. Lines 3, 4, 5, 6
c. Lines 7, 8, 9, 10
d. Lines 13, 14, 15, 16

(b) 2. Which of the following descriptions of Richard Cory presents the most connotatively consistent comparison?
a. clean favored, imperially slim, admirably schooled in every grace
b. imperially slim, a gentleman from sole to crown, richer than a king
c. clean favored, quietly arrayed, human
d. imperially slim, glittered when he walked, admirably schooled in every grace

(c) 3. A metaphor appears in
a. Line 3
b. Line 6
c. Line 8
d. Line 11

(d) 4. The word "light" in Line 13 refers to
a. dawn
b. spring
c. progress
d. relief

(b) 5. Lines 15 and 16 are an example of
a. irony
b. paradox
c. metaphor
d. personification

Assessment #2: Given a term and an illustration, the student will write three original examples.

1. *personification - "The mirror over the dressing table was sometimes shocked at her appearance."*
2. *onomatopoeia - bow-bow*

3. *hyperbole - "He's so low he could crawl under the crack of a door with his top-hat on."*
4. *metaphor - "(Life) is a tale told by an idiot...."*
5. *simile - "Roses dropped petals that seemed as big and smooth as saucers, flame red...."*

Assessment #3: Given a short poem, the student will explain the effectiveness of underlined passages to the work as a whole.

Directions: For each underlined passage, identify the type of figurative language and explain how it contributes to the poem as a whole. (Short Answer)

Apparently with No Surprise

by Emily Dickinson

Apparently with no surprise
To any 1) happy flower,
The 2) frost beheads it 3) at its play
In 4) accidental power

The 5) blond assassin passes on
The 6) sun proceeds unmoved
To measure out another day
For an approving God.

Assessment #4: Given alternatives, the student will select the one with the more effective figurative language and explain the reason for his choice. (Essay)

	(a)	(b)
1.	*If I can stop one heart from breaking,* *I shall not live in vain;* *If I can ease one life the aching,* *Or cool one pain,* *Or help one faining robin* *Unto his nest again,* *I shall not live in vain.*	*Death is a dialogue between* *The spirit and the dust.* *"Dissolve," says Death. The Spirit, "Sir,* *I have another trust."* *Death doubts it, argues from the ground.* *The Spirit turns away,* *Just laying off, for evidence,* *An overcoat of clay.*
	(a)	(b)
2.	*A frozen winter day when all is still* *Is a sad and lonely thing;* *The ice and cold to the sensitive soul* *Do melancholy bring.*	*A widow bird sat mourning for her love* *Upon a wintry bough;* *The frozen wind crept on above,* *The freezing stream below*

No sound is on the heavy winter air,
No birds their chantings start,
And there is nothing but despair
Within the empty heart.

There was no leaf upon the forest bare,
No flower upon the ground,
And little motion in the air
Except the mill-wheel's sound.

Performance Goal:	To differentiate between standard and non-standard forms of English usage

Note to the teacher: Although the assessment of this sample goal often lends itself to the workbook type exercise, these four types of assessment show how a more creative approach may be used. In the first, students merely have to distinguish standard and non-standard constructions and then apply their knowledge of literary characters to the appropriate constructions each would use. The second and third assessments require not only application of the knowledge of standard usage but also the higher ability to synthesize given material into a new correct construction. The fourth is the most difficult in that students must create their own constructions of standard usage in a situation where they may feel particularly self-conscious.

The assessment devices themselves promote an awareness of the nature of language and its use. In follow-up discussions of any of these evaluation activities, teachers should point out differences between dialect and levels of language, differences between standard written English and standard spoken English.

Assessment #1: Given a series of statements, students will identify each as either standard or non-standard and relate the level to that used by a character in literature. (Check List)

Directions: Read the following statements and label each as standard or non-standard. Then match each statement with the character or characters from Tom Sawyer who might be expected to use this expression.

Characters from Tom Sawyer:

A.	*Tom Sawyer*	*D.*	*Huck Finn*
B.	*Judge Thatcher*	*E.*	*Injun Joe*
C.	*Aunt Polly*	*F.*	*School Master*

		Standard or Non-standard		*Characters who might use this statement*
1.	*He ain't heavy.*	____	____	_____
2.	*It works good like a dead cat should.*	____	____	_____
3.	*It is he.*	____	____	_____
4.	*None of the crowd is here.*	____	____	_____
5.	*Becky don't know the answer.*	____	____	_____
6.	*He done it.*	____	____	_____
7.	*I don't know where he's at.*	____	____	_____
8.	*Me and Joe wanted to help.*	____	____	_____
9.	*Everyone but me knew the answer.*	____	____	_____

Assessment #2: Given a series of statements, students will transform according to directions, making appropriate changes so that they are in standard edited English. (Short Answer)

Directions: Rewrite each sentence according to the directions which follow it. Make as few changes as necessary.

1. *Mary and Beth are waiting for us at the lounge. (Begin with the phrase Either Mary or Beth.)*
2. *Harry was appointed to the Naval Academy because of several characteristics. (Enumerate several of Harry's characteristics without making a second sentence or changing what is already written.)*
3. *The new members were sworn in. (Change The new members to Each of the new members.)*
4. *Between the students and you, there must be no lack of confidence. (Change you to the first person personal pronoun.)*
5. *Mary asked her parents why she couldn't go to the dance. (Rewrite the sentence making Mary's words a direct quotation.)*
6. *If Jim had spent more time practicing, he would have won the tournament. (Rewrite, change If to Because and keep the basic meaning of the sentence.)*
7. *The mother was pleased that for once each and every single one of her ten children had punctually arrived on time to eat a midday meal at lunch time. (Rewrite, cutting out all unnecessary words.)*
8. *Susan introduced a new student government resolution, whereas Tim took the problem to the principal. (Rewrite, changing whereas to however.)*
9. *While Tina was studying in the library, the librarian persuaded her to read another book. (Change While Tina was studying to while studying.)*
10. *Ella is known as an excellent Little League player. (Change is to you are.)*

Assessment #3: Given samples from their own or their classmates' "public" writing, students will proofread to identify instances of non-standard usage and revise to eliminate them. (Check List)

Directions: For each non-standard usage found in the areas delineated, put a check and rewrite the sentence correcting the error.

Usage Error	*Correction*
1. *subject-verb agreement*	
2. *pronoun-antecedent agreement*	
3. *pronoun reference*	
4. *placement of modifiers*	
5. *double negative*	
6. *slang*	

Assessment #4: Given an assignment to speak in a public situation such as presenting an oral report or participating on a panel, students will use standard English. (Teacher Narrative or Check List)

SPECIAL PROBLEMS IN ASSESSING GOALS IN ENGLISH

Although the preceding represent illustrations of valid ways to assess growth in English, they are limited in that they do not include some of the most common goals and activities of the English program, those which are most difficult to measure. This sub-section will deal with three of these problems. How can we more accurately assess what students have gained through class discussion? How can we become more objective in evaluating students' written compositions? How can we measure affective responses and other long-term goals which involve changes in patterns of behavior such as usage patterns?

Class Discussion

The need to examine the goal before determining the assessment is especially important in thinking about the problem of evaluating class discussion. On the one hand, the class discussion might be an end-in-itself; that is, the goal of the lesson might be to have the majority of the class participate in the coherent development of a topic. On the other hand, the discussion might be a means to an end; that is the goal of the lesson might be to have the class analyze the color imagery in The Red Badge of Courage. The evaluation in the former would focus on the process; in the latter, on the content. Failure to differentiate between these different goals could result in an inaccurate measurement of student achievement. For example, a checklist to record students' participation records only the degree to which they participated; it does not tell how much they might have learned about the subject being discussed. To assess their growth in the content, some other evaluation, such as a quiz, would have to be devised.

Assessment of Discussion Techniques

If the purpose of class discussion is to develop critical thinking, speaking, and listening skills, the following suggestions might aid in developing that goal.

A student's most immediate assessment of the worth of a response in a class discussion is teacher reaction. To welcome the student contribution is important; however, to treat all responses as if they were qualitatively equal is misleading and instructionally unsound. In order to convey respect for the student's feelings and, at the same time, to encourage accuracy and completeness, the teacher might keep in mind the value of different kinds of responses and use them to help frame follow-up questions or comments about the student's answer.

Student	Teacher Response
Calls out emotionally or incoherently.	"Think about that for a second and see if you can revise it."
Gives inaccurate information.	"Do you all agree with _____?" or "No, I think you must have overlooked this point."
States an unsupported opinion.	"What examples can you give?"
Restates ideas already stated.	"You're saying, then, that you agree with the point that _____ made."
Gives a definition, a name, a yes or no, just agrees or disagrees	(Might be a result of a poorly framed question) "Good. Now can you tell why...?"

Student	Teacher Response
Clarifies an idea already stated with illustrations or explanations, may refute or defend an idea.	"That illustration makes the point much clearer," or "Your support is really convincing. Does anyone disagree?"
Applies an idea to a new or unfamiliar situation	"Fine. The fact that you can do that shows you really grasp the idea."
Introduces a relevant (or irrelevant) idea	"Let's consider that point. Can anyone explain how that's related to_____?"
Make a judgment based on criteria or standards.	"Good thinking. Let's go back for a minute and check through your method of arriving at that conclusion."

The following are additional examples which can be used for self, peer, or teacher evaluation.

Assessment #1: Check List

1. *Which of the following best describes the participation of the class?*
   _____*Few participated.*
   _____*Half of the class participated*
   _____*Most participated.*
2. *Which of the following best describes your participation?*
   _____*I did not become involved in the discussion.*
   _____*I followed closely but never offered any opinions.*
   _____*I followed closely and offered a few contributions.*
   _____*I participated actively.*
   _____*I led the discussion much of the time.*
3. *Which of the following best describes the relevance of questions and answers?*
   _____*Most questions and answers were to the point.*
   _____*The discussion got off the topic.*
   _____*Too much time was spent on one question.*

Assessment #2: Narrative

The most time-consuming assessment, the narrative or anecdotal record, can be used in only selected situations. If the teacher tapes a 10-15 minute portion of a class discussion, he or she may play the tape back later and make notes on the frequency and quality of individual students' participation. Or if the personnel is available, an instructional aide or student teacher could make entries during the discussion. These entries might be brief and even incomplete, yet provide insight into student ability to analyze and draw conclusions. The following are examples:

Arnold--recognized his opinion was based on peer pressure.
Mary--would give no reason, just agreed.
John--says that he doesn't agree or like this or that but never that he <u>does</u> agree with or like something.

Assessment #3: Rating Scale

(See "Part Two: A Guide to Assessment Devices and Techniques," p. 28 for a complete rating scale.)

Assessment of Interpreting Goals through Discussion

If the class discussion is a vehicle through which another goal is developed, the focus of the assessment will be significantly different. As profitable as a class discussion may be, it cannot in itself provide the teacher with information about what each student has learned. However, such information can be gotten through one of the following assessments:

Assessment #1: Give a three-five question multiple-choice quiz following the discusson.

Assessment #2: Ask each student to write at least one sentence stating what he or she learned during the discussion.

Assessment #3: Ask each student to write one unanswered question stemming from the discussion (possibly to be used at the beginning of the next day's lesson).

Regardless of its purpose, class discussion is one of the most frequently used instructional activities; and as such, it can reveal growth in a way that paper and pencil tests cannot. By developing clearer methods of measuring that growth, teachers will get a more comprehensive evaluation of student performance.

Written Composition

The question of how to make evaluation of student writing more objective has puzzled teachers and test-makers alike. Most of the commercial publishers of tests have attempted to standardize student response by using an objective test format--most frequently, multiple choice questions based on a short reading selection. In spite of the validity of these tests, we should recognize two major problems which arise from our considering these tests reliable measurement of students' writing ability. First of all, some of the tests incorrectly called "writing" tests do not even purport to measure writing ability; instead, they are designed to measure students' knowledge of some of the mechanical skills which are part of the writing process--spelling, punctuation, capitalization, usage. To use these tests as measures of writing ability is both a misrepresentation of the purpose of the test and, in interpreting the results, a distortion of students' abilities. Secondly, even though the purpose of some other tests is to measure writing skills, the results should be treated with some skepticism. Because students are prohibited by the objective format from writing, the tests measure their ability to analyze writing--an interpreting skill--and their knowledge about writing, both of which are highly correlated with actual writing ability even though they do not test actual writing ability. Even the best of these are limited by the range of skills included, many testing diction, syntax, usage, mechanics, organization, and coherence but omitting skills related to generating subject matter and language choices, establishing tone, choosing an audience and occasion, and in general, controlling the development of the writing. As useful as these tests are for showing trends in some skill development for large groups of pupils, they have little value for measurement within our program. They have provided us, however, with some suggestions for varied types of formats which can be adapted for short term evaluations; examples appear within some of the sample goals illustrated earlier in this section.

Other suggestions have come from a variety of sources. In Measuring Growth in English, Paul Diederich recommends that teachers periodically exchange sets of papers and, using agreed-upon criteria, grade the papers of these anonymous students. Some school systems provide lay readers for grading compositions. But there is no reason to believe that other teachers or lay readers would be more objective or more consistent in their evaluations simply because they do not know the student.

There is also some investigation in using computers to grade papers; and in some ways, computerized evaluation might add some efficiency to the evaluation process. However, this method is only as effective as the programing which at present seems to focus on the easily identifiable usage and mechanics errors. Yet we might expect the scope of this type of measurement to increase as we ourselves learn more about what writing skills can and cannot be assessed in this way.

All in all, though, none of these objective means is as practical or as complete as the teacher's evaluation of the student's composition. The problem then becomes—how to make this evaluation of compositions as reliable as possible?

The most logical way for a teacher to assess any composing goal is to read a composition written by the student. In fact, evaluating composing automatically implies the time-consuming task of grading papers. Teachers who are reluctant to assign compositions because of the paper work involved should be aware of the value to the students of the experience of clarifying their thoughts by planning, organizing, writing, and rewriting. Perhaps teachers would be less reluctant to grade papers—and students would be less reluctant to write them—if the teachers established clear criteria for each composition, prepared students to write to that criteria, and required many short papers and fewer long ones. By establishing clear criteria teachers can eliminate a major problem associated with assessing composition, namely, the subjectivity of the grading process when it is done intuitively.

Assessment of any composing activity considers the broad objectives of content and purpose, organization, diction and syntax, and usage and mechanics, and how well these elements cohere to produce a whole composition. Since not all aspects of these objectives can be taught simultaneously, not all can be assessed equally and/or fully on any one composition.

The criteria established depend upon what has been previously taught about writing, the objectives of the present instruction, and the needs of the students as diagnosed. For example, if the emphasis in the first composition has been on writing a clear topic sentence, limited yet capable of development, then the assessment should reflect that emphasis. In the writing lessons preparatory to the next composition, the teacher may emphasize the selection and ordering of concrete, relevant, accurate supporting material, then assess these aspects of content and organization primarily without neglecting the previous emphasis. If in reading the compositions the teacher observes that a number of students need help with writing complete sentences, then writing lessons designed to eliminate this problem should be taught. This syntactical element should then be assessed in the next composition. Composing activities should therefore be assessed for what has been taught, with primary attention being paid to the elements of writing instruction that preceded the composition but with some attention given to all previous elements in the cumulative writing instruction.

While there are many suggestions that may be offered for the assessment of composition, the following ones may be adapted to any teacher's needs. The teacher may use the combination of a checklist and rating scale as a cover sheet for each composition. The format may be as simple or as elaborate as the students can interpret. For example, a teacher may ditto a list of objectives for each composition and give a grade for how well each objective is fulfilled. Or, a teacher may use a checklist/rating scale that covers all aspects of content, organization, syntax, and mechanics and star those aspects which are the objectives for a particular composition. This longer format would look similar to the one that follows. Objectives that would be starred (a teacher may have three or four for any one composition) can be assessed for being present or absent and then rated for the degree of their quality from 1 to 5, with 1 being lowest and 5 the highest rating. Obviously, the paper itself indicates specific errors and suggestions for correcting them.

COMPOSITION CHECKLIST AND RATING SCALE

OBJECTIVES	YES	NO	RATING 1-5, lowest to highest
CONTENT			
1. Statement and limitation of topic			
2. Concrete supporting details, examples, illustrations			
3. Adequate support for major and minor ideas			
4. Accurate, emphatic, and interesting support			
5. Content appropriate to purpose and audience			
ORGANIZATION			
1. Appropriate to content and purpose			
2. Pattern of development indicated and followed			
3. Climactic development of supports			
4. Use of transitional devices			
5. Adequate closing sentence or conclusion			
DICTION AND SYNTAX			
1. Concrete nouns and verbs, accurate use of modifiers			
2. Originality--avoidance of careless repetition, trite words and expressions			
3. Complete and clear sentences			
4. Sentences varied in length and kind			
5. Conjunctions/transitions used to show relationship of ideas			
6. Adjustment of diction and syntax to purpose and audience (senior high only)			
USAGE AND MECHANICS			
1. Accuracy in spelling			
2. Accuracy in punctuation			
3. Accuracy in capitalization			
4. Observance of manuscript form, legible and neat			
5. Grammatically correct (usage)— delineate kind of error			
verb usage			
subject-verb agreement			
pronoun usage			
modifier usage			
6. Adjustment of usage-level to purpose and type of writing			

Such a checklist/rating scale offers several advantages. After the initial composition the teacher can check items on a cumulative basis and in comparing the results from several themes can see the areas where students are achieving satisfactorily and where there are perhaps needs for reteaching. Such a record also aids in individualizing instruction. While a few students may have repeated trouble with subject-verb agreement, others may have trouble with the use of the comma after introductory clauses, and still others may need remedial work in spelling. Such a record helps the teacher pinpoint these needs for remediation.

The same kind of device may be developed for use when the teacher establishes criteria for the various kinds of writing, such as narration, exposition, argumentation, or for the writing of a term paper or research paper.

Because the ultimate goal of assessing composition is the improvement of writing rather than the ranking of pupils, students should be actively involved in the assessment of their own compositions and the compositions of others. A checklist provided by the teacher to be used while they are writing helps students to be aware of the skills expected of them. Students may also be involved by exchanging papers before they are turned in and looking particularly for the fulfillment of the objectives and/or for errors in syntax, usage, mechanics. Perhaps, too, a small group approach can be used. Each student should read the paper of each other student in the group and answer a series of questions based upon the objectives of the assignment. The group should discuss each paper's merits and deficiencies before arriving at a consensus. If capable of handling peer evaluation, students, in these ways, are broadening each other's knowledge and taking advantage of opportunities to improve their papers even before the teacher sees them.

Affective Goals

Most of the conflict about using behavioral objectives in English stems from the value we place on the affective goals of the program, those which cannot be measured as readily as some of the skills. Some English educators are prepared to dismiss behavioral objectives because they seem inappropriate for this part of our program; others seem inclined to embrace the performance-based approach to such an extent that they eliminate the affective goals. We needn't take this "either-or" approach. There is no question that appreciation of literature, value of writing and willingness to search for new ways to use language are vital goals. And they can be assessed.

It might be appropriate, in this context, to discuss the different levels of assessment. A behavioral objective is a statement of what one expects to observe in a given situation. On the simplest level, a teacher may look for presence or absence of the performance; this is assessment. On a more complex level, a teacher may differentiate between the quality of one performance and the quality of another and rank each on a scale—A, B, C, and so forth; this, too, is assessment. It is possible to build affective goals into the program and to provide opportunities for students to demonstrate some response in this domain without recording grades for each student's response. Why should we bother if we are not going to grade? If we truly believe these goals are important, we should not leave them to chance; instead, we should clarify the goal and consciously devise activities through which we attempt to develop them. Consider the following which could be used to assess students' value of reading, writing, and language:

Given the opportunity, students will volunteer to

— Write a short story or poem and submit it to the literary magazine.
— Apply for and use a library card.

— Elect an additional course in English.
— Read at least one book a month.
— Discuss current books with other students.
— Attend a play or film.
— Write a note to remember something.
— Collect information and report to the class.
— Write a letter to the editor of a school or community newspaper.
— Join a club such as a reading club.
— Help a classmate revise a composition.
— Recommend a book to other students.

Routine assessment of all of these objectives is not practical or even necessary and certainly it should not be translated into grades. But if teachers do build opportunities such as some of these into classroom activity, and then note student response, they might have a better idea of how extensively these affective goals are being achieved.

It goes without saying that affective goals are also long-term goals. But some other kinds of long-term goals present slightly different problems in assessment. These are the goals which require changes in behavior patterns resulting from the cumulative effect of many short-term goals. For example, one ultimate aim of language instruction is to have students willingly adopt a pattern of standard usage when they recognize that a situation calls for it. Obviously, this goal is achieved through the cumulative effect of instruction in standard usage as well as the student's recognition of its value. Assessing students' performance on tests at the end of blocks of instruction will reveal some information about his cognitive ability. But if the goal of instruction is something more than their willingness to use standard English, additional opportunities to observe both cognitive and affective growth must be included in the assessment program. The long-term goal stated above, for example, could be assessed in the following ways:

— During an end-of-the-quarter composition conference, the teacher might note in a narrative log any usage errors made by the student and not corrected by him.

— During a panel presentation or oral report, the teacher could note on a check list any usage errors which had been the focus of prior instruction.

— During a pre-planned interview or a report on a book, the teacher might concentrate on analyzing patterns of usage, probably in a narrative log.

Demonstrating improvement in writing ability, interpreting literature beyond the literal level, developing work study skills are other examples of these hierarchical types of goals that should be assessed at intervals during the year.

English is a "core" of subjects, not just a single subject; and many of the problems in assessing English arise from our considering a multiplicity of emphases. English embraces an art, literature, which demands both cognitive and affective responses; language skills such as usage, spelling, literal interpretations, punctuation, and capitalization; and language sensitivities that involve both understanding and taste in choosing among the thousands of language options available in writing and speaking. It is obvious that English teachers face an enormous challenge in diagnosing students' strengths and weaknesses, providing instruction based on those needs, and measuring progress toward their achievement of the goals set for them.

PART FOUR: PREPARING, ADMINISTERING AND EVALUATING THE TEACHER-MADE TEST

In a program of formal assessment in English, there is no more frequently used device than the teacher-made test. Whether it be the short-form quiz or a measurement of the long range outcomes of a complete unit, the teacher-made test primarily functions as a means of helping students learn. For, not only do the teacher's tests motivate learning; they also foster more accurate, longer lasting retention of learned concepts and skills.

Teacher-made tests also serve a variety of secondary functions. As an integral part of planning classroom instruction, the process of constructing a test stimulates the teacher to clarify and refine course objectives. Moreover, once a teacher has the results of the students' responses to a well-constructed test, careful item analysis of these responses will reveal quantitative data from which the teacher may plan further instruction appropriate for both individual students as well as for an entire class.

In addition to their instructional usefulness for the teacher, teacher-made tests can be important to English department heads. Good tests provide, for example, a conventional basis for assessing curricular strengths and weaknesses, which, if not otherwise revealed, may go unheeded. From the point of view of school guidance personnel, the results of such tests may prove a valuable guide to aid in student classification and placement, thereby further providing a "quality-control" mechanism for class-section groupings.

Since teacher-made tests play such a diversified role in today's schools, teachers need to be particularly adept in preparing, administering, and evaluating these assessment devices. The following section is designed to help develop such expertise.

As in all instructional activities, the first consideration in planning a teacher-made test is to develop a well-defined, accurately stated goal: What is the purpose of <u>this</u> test for <u>these</u> students?

It is on the question of goal (objective) that the teacher-made test stands as a more frequent medium of assessment for most classroom purposes than the standardized test. Because it is the product of either a commercial or an institutional testing organization, the standardized test's objectives may not necessarily dovetail with a particular teacher's class and/or course objectives even though the content is similar. What this suggests, of course, is the familiar distinction between apples and oranges, and the consequent need for the teacher to realize that each kind of test has its own special character and value in the total program of evaluation.

Within the overall controlling purpose of helping students learn, teachers have a number of specific reasons for constructing and administering their own tests: to diagnose, to motivate, to instruct, and to evaluate. A carefully planned and meticulously constructed test can accomplish any one or several of these purposes since teachers can control test emphasis and can fit tests to both their own teaching

techniques and their students' needs. Thus, by its very nature, the teacher-made test reflects an awareness of the students and of the curriculum, and, in a broad sense, may serve as a measure of the objectives of the Baltimore County English program.

PURPOSES AND KINDS OF TESTS

During a typical school year, most English teachers will administer no more than five different kinds of teacher-made tests.

The Diagnostic Test

When the purpose is to diagnose student background strengths and weaknesses, the teacher will provide a test on a wide range of items that will give students opportunities to reveal their proficiencies and deficiencies in the knowledge, skills, or competencies being diagnosed. The diagnostic test should measure a comparatively wide range of difficulty and should result in a diverse range of scores. From these scores the teacher will learn which skills and competencies have been mastered by all the students (therefore requiring no reteaching); by most students (therefore suggesting, perhaps, individualized packets for those still in need of further instruction and practice); by few students (therefore calling for general class instruction while providing enrichment activities for the few); or by none of the students (therefore identifying a total class need for new teaching).

The Short Quiz

The purpose of the quiz is to motivate students toward the completion of a limited, short-term task; this is especially true if the task is a reading or study assignment. The quiz is usually short. It contains only a few items, takes a relatively few minutes to administer, and requires short, objective answers; likewise, the quiz takes little time to evaluate, and its results indicate primarily which students have and which have not performed the assigned task. Teachers frequently prepare alternate quiz forms on the same material, and administer these forms either within the same class section or among different sections. This procedure requires caution in assuring that the alternate forms, though containing different items, are equal in degree of difficulty.

The Practice Test

Practice tests are learning tests and, as such, are often not recorded as achieved grades. Nevertheless, they must be carefully constructed so that the test items separate those students who do know or comprehend from those who do not know or comprehend. Practice tests are usually for the purpose of review and therefore precede mastery tests in units of study. If the practice test is to serve as a learning experience, it is essential that the teacher prepare items that cover the same scope and approximate the level of difficulty of the forthcoming mastery test. The results should indicate to both the student and the teacher those instructional objectives with which either additional teaching or further practice is needed.

The Unit Test

The unit test is an attempt to measure the student's mastery or achievement of the objectives of a unit of study. A good unit test will be so constructed as to

produce a minimum level of success for the majority of the students taking it. Test items may be of two kinds: questions requiring short, objective answers; or essay questions, either restricted or extended. While the unit test is inherently a test of mastery and achievement, the teacher may build into the test diagnostic items intended to help the teacher plan the following unit of study. In fairness to the students, however, the teacher should not reflect the correctness of their responses to diagnostic items in the achievement test score. It is important to note, further, that poor student performance on items related to certain objectives of the unit being tested should indicate that the skills associated with these objectives somehow should be retaught, perhaps as part of a subsequent unit.

The End-of-Term Test

In some school situations, the teacher will construct an end-of-term examination. Though similar in format to the unit test, this test's purpose is to measure achievement as a basis for course evaluation. It features test items with a wide range of difficulty and extending over whatever number of units have been taught during the term. Because of its wide scope and range of difficulty, this examination will yield a comparatively wide range of scores.

PLANNING THE TEST

Although the five kinds of teacher-made tests have different purposes, the process of planning is essentially the same for all. Insofar as the need to assess student mastery of a particular curriculum unit represents a highly typical testing situation for the classroom teacher, the unit test nicely illustrates how to plan, administer, and evaluate a teacher-made test. From the Grade 10 Resource Bulletin, The "Points of View" unit will serve as a model in this discussion; and a sample of a test derived from the following procedures appears at the end of this section of the bulletin.

Planning a test takes four basic steps.

Step 1: Review objectives.

The teacher must begin by reviewing the objectives--both instructional and behavioral--for the range of material being tested. Baltimore County teachers are fortunate in that most unit objectives set forth in the various curriculum guides and in the handbook, A Sequence of Composing, Interpreting, and Language Activities, are expressed in instructional or behavioral terms; thus, if the teacher has followed these objectives in teaching the unit, the problem of what to test and of how to word the objectives is greatly simplified. However, teachers will need to analyze each objective to determine which ones should be selected for paper-and-pen testing and which ones should be assessed by other means.

Phrased in behavioral terms, the list of objectives for "Points of View" might evolve as follows:

THE STUDENT SHOULD BE ABLE TO:

I. Develop first or third person point of view.

   A. Shift point of view.
   B. Differentiate between interior and dramatic monologue.

C. Select thematic detail.
D. Select language appropriate to audience.

II. Recognize point of view as an integrating force.

A. Identify word clues.
B. Decide upon narrative distance.
C. Recognize narrative purpose.

III. Identify difference between first and third person narration.

A. Identify pronouns.
B. Select language clues.
C. Cite advantages and limitations.
D. Recognize narrator with special knowledge.
E. Recognize narrator as observer.
F. Recognize narrator as participant.

IV. Demonstrate skills of critical reading.

A. Distinguish between subjective and objective treatment.
B. Identify multiple viewpoint.
C. Identify no-character viewpoint.
D. Recognize inconsistencies in point of view.
E. Distinguish between narrator's viewpoint and author's comment.

Step 2: Decide on type of test to be used.

After identifying those behavioral objectives which are testable, the teacher's second step is to decide on the basic type of test--objective or essay--which will best reflect the students' proficiency and which will incorporate desirable evaluative advantages for both the teacher and the students. For example, teachers must weigh the ease of constructing essay tests against the difficulty of grading them, or, conversely, the difficulty of constructing objective tests against the ease of grading them. (A complete discussion of the advantages and disadvantages of essay and objective tests is covered in Part II of this assessment bulletin.)

Step 3: Determine appropriate levels of cognitive achievement.

Having decided on the kind of test to be given, the teacher should consider the levels of achievement to be tested. This term, "levels of achievement," has a technical meaning in the context of testing; it refers to the kinds of thinking processes required of the person taking the test. Fundamentally, there are six levels of thinking or cognitive achievement; in their increasing order of difficulty, they are as follows:

Memory:	to recall a fact	-How do you spell a word? -Who are the main characters in this work?
Comprehension:	to interpret relationships	-Compare characters from different works. -Explain a metaphor. -Act out a scene from a play.

Application:	to use knowledge remembered to solve a problem	-How else could the character have solved this problem?
Analysis:	to solve a problem and examine how it was solved	-Explain the reasoning underlying a conclusion. -What are the major parts of this work?
Synthesis:	to solve a problem which requires original thinking	-What elements of the Poe story would Hemingway have emphasized?
Evaluation:	to make a judgment based upon stated standards	-Was Penny right in asking Jody to shoot Flag? (The Yearling) -Did Mersault deserve execution? (The Stranger)

To a great extent, the content being tested controls a test's level of cognitive achievement. For example, when a teacher has expected a class to learn a list of authors and their works, the nature of that assignment necessarily limits a subsequent test to the first level of achievement, memory. To the contrary, when the teacher has led students to examine and critically consider a concept, such as the concept of "point of view," the class activities advance to higher levels of cognitive achievement than mere memorization, and follow-up testing may legitimately do the same. Consequently, in planning a test, the teacher must identify the levels of cognition required of the class during the unit being tested, and whether or not significant differences in ability between class sections (e.g. highly able vs. slow) have been a factor in the teacher's expectations of the level of student thinking.

Step 4: Construct a grid of objectives and levels of cognitive achievement.

The final step in planning the test is to correlate the list of behavioral objectives (Step 1) with the list of levels of thinking or cognitive achievement required through the unit (Step 3). This is done by combining the two lists to form a grid or matrix. The purpose of such a grid is to enable the teacher to prove, according to the emphases placed on different skills during the unit, that a test realistically assesses what it is intended to assess. This is known as ensuring test "validity," and is the result of carefully allocating numbers of test items in proportion to the relative emphases on the skills and concepts listed for the unit being tested.

The following is a sample grid for a "Points of View" test.

First draft for a "Points of View" unit test

The student should be able to:	Memory	Comprehension	Application	Analysis	Synthesis	Evaluation	TOTAL
I. Develop first or third person point of view							
A. Shift point of view							
B. Differentiate between interior and dramatic monologue							
C. Select thematic detail							
D. Select language appropriate to audience							
II. Recognize point of view as an integrating force							
A. Identify word clues							
B. Decide upon narrative distance							
C. Recognize narrative purpose							
III. Identify difference between first and third person narrative							
A. Identify pronouns							
B. Select language clues							
C. Cite advantages and limitations							
D. Recognize narrator with special knowledge							
E. Recognize narrator as observer							
F. Recognize narrator as detached participant							
IV. Demonstrate skills of critical reading							
A. Distinguish between subjective and objective treatment							
B. Identify multiple viewpoint							
C. Identify no-character viewpoint							
D. Recognize inconsistencies in point of view							
TOTAL							

Before proceeding with the actual construction of test items, the teacher should remember that a good test must not only be valid (i.e. it must truly measure what it is intended to measure) but it must also be reliable. To have the characteristic of reliability, a test must produce consistent results. Since teachers generally do not give a class two tests on a single unit, it is difficult to determine reliability for a specific test. However, the classroom teacher can ensure maximum reliability by keeping certain important factors in mind. One important influence on reliability is the chance factor, or guessing. The teacher should attempt to reduce the chance for students to guess at answers by eliminating too many true-false items and other two-choice items. Another means of ensuring maximum reliability includes writing clear instructions and unambiguous items so that students are measured on their performance rather than on their ability to determine what the teacher wants.

In short, in order to be an effective measure, a test must be valid and reliable. It must measure what it is intended to measure, and its results must be dependable.

Affirming the need for tests to be valid and reliable raises another issue--the problem of cheating. The pressure created by the testing situation can and does occasionally contribute to the temptation to cheat. This hazard to the reliability of test scores may be substantially lessened if the teacher does the following:

--Includes many forms and instances of assessment in a unit of instruction so that no one test counts too much.
--Reviews the material prior to testing, thereby increasing the students' confidence in their own potential to perform successfully on the test.
--Establishes, explains, and follows a clear and consistent policy with regard to the consequences of cheating.
--Makes cheating inconvenient by preparing an "alternate form" rearrangement of the test or by duplicating the test on both sides of the paper.

Finally, if the teacher suspects that cheating has occurred, it is best to avoid confrontation in the classroom and to mark the paper with a zero or the phrase "See me," so that the student is not forced into a position of open defense amidst his peers.

BUILDING THE TEST

The construction of good test items is generally not the result of a single night of sitting down to "make up a test." Rather, it is a painstaking--and often time consuming--process. There are, however, some tactical methods that teachers have found helpful in easing the burden.

The Item Bank

One method is known as the "item bank." As the students proceed through a unit, the teacher collects information, formulates it into actual test questions, and records each question on a 3 X 5 card in a format similar to the following:

Name the unit

Identify the instructional objective or skill

UNIT: A Matter of Choice

In The Red Pony, Jody kills the buzzard because:
a. he hates buzzards and what they represent
b. his father and Billy Buck told him to
c. he wants to vent his anger
d. he thinks that the buzzard killed his pony

Write the question

SKILL:

The student will identify an implied cause/effect relationship.

COGNITIVE LEVEL:

Interpretation

Identify the level of thinking required to answer the question.

UNIT: Language - mechanics

Which is the correct abbreviation for Register Avenue?
a. Register ave
b. Register Ave.
c. Register ave.
d. Register Ave

SKILL:

The student will identify the correct abbreviation

COGNITIVE LEVEL:

Memory

Thus, at the end of a unit, the teacher has accumulated a "bank" of items from which a test may be more systematically and efficiently constructed.

The Daily Log

Another source of information for test items is a record of daily work which may be accumulated in a number of ways. An "assignment board" can achieve this purpose, and can become an important aid to students (especially absentees) in keeping track of the work covered in class. To create an "assignment board," the teacher takes a large sheet of paper, creates a heading for each class, posts it on a bulletin board, and, at the end of each class meeting, lists both the instructional objective and the activity for that day. Assignments and due dates should also be posted; then, at test time, the teacher can use the paper as a

complete, cumulative record of objectives and activities. Other types of daily logs may include student notebooks, teacher plan books, lesson plans and composition folders.

Previous Tests

Frequently, teachers who are composing tests re-evaluate previous tests in order to extricate the best items. As another way of increasing their supply of test items, teachers may exchange tests or test items, or may even pool their resources to create a departmental item bank.

Student-made Questions

Students may supply another rich source of test items in the form of class notes, or even test questions which they might compose as a class assignment. This kind of composition activity may also serve as a review for the students.

Other Resources

If analyzed by the teacher according to the levels of cognitive achievement, ready-made questions, such as those found in textbooks and teacher guides, can be a valuable source of test items. Furthermore, the chapter headings, explanatory footnotes, and picture captions in such sources might be used. However, teachers should use resources with caution since a large percentage of the material requires only the first level of cognitive achievement.

Having collected the necessary test items to be included in the test, the teacher should next revise these items to ensure validity. Part II of this bulletin presents guidelines and examples for writing test items.

Before organizing the items into a test, the teacher should return to the grid of unit objectives (Step 4 of "Planning the Test"). As explained above, this is proof of a test's validity; at this stage of the construction process, it serves the added function of validating each individual test item. Keeping in mind that some items may measure more than one objective (this will be illustrated later), the teacher should plot each test item on the grid. A first draft, for example, of arbitrarily 36 multiple-choice items on "Points of View" might look as follows:

First draft for a "Points of View" unit test

The student should be able to:	Memory	Comprehension	Application	Analysis	Synthesis	Evaluation	TOTAL
I. Develop first or third person point of view							
A. Shift point of view	x	x					2
B. Differentiate between interior and dramatic monologue	x						1
C. Select thematic detail				xx			2
D. Select language appropriate to audience			xx				2
II. Recognize point of view as an integrating force							
A. Identify word clues	x						1
B. Decide upon narrative distance	xxxx	x	xxx				8
C. Recognize narrative purpose	x						1
III. Identify difference between first and third person narrative							
A. Identify pronouns	xx						2
B. Select language clues			x				1
C. Cite advantages and limitations	x						1
D. Recognize narrator with special knowledge	xxx						3
E. Recognize narrator as observer	x						1
F. Recognize narrator as detached participant	x						1
IV. Demonstrate skills of critical reading							
A. Distinguish between subjective and objective treatment		xxx					3
B. Identify multiple viewpoint							0
C. Identify no-character viewpoint	x						1
D. Recognize inconsistencies in point of view	xxx xxx						6
TOTAL	23	5	6	2	0	0	36

An examination of this grid should help the teacher determine the relationship between the emphasis placed on an objective during the class activities of the unit and the emphasis placed on that same objective by the test. In this case, the need for several adjustments is apparent:

--There is a large number of memory items but no items above the analysis level.
--Most objectives are being tested on only one level of cognitive achievement.
--Too many objectives are tested by only one item; the test may therefore be invalid.
--One objective has not been tested at all.

At this point of construction, additional items may have to be formulated, or current items may have to be adjusted in order to achieve the desired balance and emphasis.

The revised plan for a sample multiple-choice test on "Points of View" should illustrate both a balance in items per objective as well as a range of items across the levels of achievement. Since it will soon be necessary to organize the items in a manner best suited to both the students' needs and the teacher's purposes, it is helpful at this point to record on the grid the actual test item numbers rather than merely record the quantity of items as was done initially. The following grid categorizes the items on the "Points of View" unit test that appears on page 83.

Grid for "Points of View" unit test

The student should be able to:	Memory	Comprehension	Application	Analysis	Synthesis	Evaluation	TOTAL
I. Develop first or third person point of view							
A. Shift point of view		23(35)	15	37(26)			5
B. Differentiate between interior and dramatic monologue		7	(37)	38	11		4
C. Select thematic detail		(21)	(19)	(20,27)		39	5
D. Select language appropriate to audience		(38)	(7)	34,40			4
II. Recognize point of view as an integrating force							
A. Identify word clues		21	16	25			3
B. Decide upon narrative distance		31	(35)	19,30(14)		18	6
C. Recognize narrative purpose		28		(20,14)	(26,40)	5, 29 (39)	8
III. Identify difference between first and third person narrative							
A. Identify pronouns		8(13,34)	(19,23)		(11,15)		7
B. Select language clues		10(21)	(4,5,7, 14,19)	24 (28, 27-32)	(11,25, 34,39)	19	18
C. Cite advantages and limitations		(6,12)	14				3
D. Recognize narrator with special knowledge		6,13,22, (3,15)	(16)				6
E. Recognize narrator as observer		1,17 (15,31)	(38)				5
F. Recognize narrator as detached participant	9	37,39					3
IV. Demonstrate skills of critical reading							
A. Distinguish between subjective and objective treatment		(3,21)	4,26 (35)	12(9,14 27-29)		2,36	12
B. Identify multiple viewpoint		24		(27,32)	(26)		4
C. Identify no-character viewpoint		(35)			33(26)		3
D. Recognize inconsistencies in point of view			35	(23)	3		3
TOTAL	1	30	20	27	13	8	

NOTE: The items in parentheses measure more than one objective.

Careful analysis and plotting of items on the grid will reveal that some items may very well test not only more than one objective but also may test more than one level of cognition. For example, in the model test on "Points of View" that appears at the end of this chapter, question 3 asks the student to choose an appropriate concluding sentence for a paragraph from The Red Badge of Courage.

3. In order to keep the point of view and style consistent, the best sentence to end this paragraph would be

   (a) He sweated with the pain of these thoughts.
   (b) The sun broke through the clouds.
   (c) Captain Rourke tried to comfort him.
   (d) The other soldiers awakened.

In terms of the unit's objectives as listed on the grid, this question expects the student to be able to:

--Recognize that answer choice (a) is a comment that could only be made by a narrator with special knowledge of and sensitivity for the plight of Henry Fleming, whereas the other three answers suggest narration by a mere observer of the scene. (III, D)
--Recognize that the narrator of answer (a) is subjective and emotionally involved with the character of Henry Fleming, whereas the other answers all sound like the observations of a more detached, objective narrator. (IV, A)
--Recognize that, unlike answer (a), each of the three distractors fails to maintain the consistency in the point of view established by the earlier sentences in the reading passage.

Similar analysis of the same item shows that it requires the student to function on two levels of cognition. The student should be able to:

--Comprehend by interpreting the relationship of the narrator to the subject of the narration, Henry Fleming.
--Synthesize by solving the problem dealing with a reading passage new and therefore unfamiliar to the student.

Such multiple functioning of individual test items has two distinct advantages. First, it increases the validity of the item itself, thereby enhancing the validity of the entire test. Second, it prevents the test from becoming unduly long and inefficient.

A final step in constructing the test is to organize all the items in a manner which best suits the students' needs, the teacher's purposes, and mutual convenience. Methods of organization include:

--Clusters of item types (all true-false, all multiple choice, all completion). This method eliminates the necessity to repeat the directions for a particular type of item, thus enabling the student to concentrate on one process at a time.
--Clusters of items by objectives (all the items are the same type). Where items are grouped by objectives, the teacher is more likely to include questions on all levels of achievement for each objective, and students can concentrate on one concept or skill at a time.

Furthermore, by rapidly reviewing the grouping of errors on test papers, the teacher can quickly determine which objectives need to be reviewed for the class and for each student.

--Random sampling of objectives (all the items are the same type). This method is advantageous in designing diagnostic tests when students may not complete the entire test, even though the teacher needs to assess the mastery of many concepts or skills.

Before typing the test, the teacher should check to ensure that every effort has been made to enhance the students' understanding of what is expected.

--Consider test length in terms of time available and the reading level of the class.
--Assign point values to each item and clearly indicate these values on the test sheet.
--Make the directions explicit and complete.
--Use vocabulary that is appropriate to the age and ability level of the class.
--Proofread to eliminate careless errors such as misspellings, vague directions, ambiguous items, and unparallel forms.
--Have another teacher or a student from another class read or take the test to check for careless errors, timing, and clarity of directions.

ADMINISTERING THE TEST--LOGISTICS AND SCORING

Test Administration

After preparing legible copies of the test, the teacher should plan its administration.

--Include additional activities for those students who finish early. (i.e., Plan enrichment activities such as questions, puzzles, games, or worksheets; have students read library books or other books available in the classroom; have students work on long range assignments or individual learning stations or LAPs. Caution: Select activities which do not require teacher assistance.)
--Plan a room arrangement which will provide sufficient lighting, avoid noise or interruption, and allow for mobility and comfort. (i.e., Space desks apart and with backs to windows or doors to avoid outside distractions; have students face clock if one is available; close doors to avoid undue noise, and open windows to provide ventilation; turn on all available lighting and adjust window blinds to eliminate glare.)
--Determine the method of handing out and collecting test papers. (i.e., Number the test sheets to avoid loss; decide whether to distribute question sheets or answer forms first, whether to have students keep papers face down or face up until signalled to begin, whether students will return papers as they finish or all together at the end of the period.)
--Decide and inform the students on the materials they will need to bring to class on the day of the test as well as the specific

requirements for taking the test. (i.e., paper, pen, notebooks or textbooks for an open book test, library books to read as an additional activity, textbooks or unit assignments which are due on test day.)

Test Review

The teacher should remember that the purpose of the test is to attempt to determine the students' mastery of various concepts and skills. Therefore, prior to test day, the teacher should prepare the students by doing the following:

--Review the administrative procedures previously planned, such as additional activities for those who complete the test early and room arrangement.
--Review the basic concepts or skills to be tested and the degree of emphasis to be placed on each concept or skill (applies to both diagnostic and achievement tests). Review by means of a carefully constructed class discussion in which major unit objectives are reviewed through brief exercises or activities which will recall both short and long term goals. Include activities on all levels of achievement so that students will be prepared for the levels of achievement required on the test. Have students use their test items as the basis for small group discussions or for games such as Concentration or Jeopardy; use teacher-made test items or another test, such as the unit pre-test, to review material.
--Indicate the types of questions which will be used and explain the most efficient way of handling each type of item or direction. (i.e., For the essay test, suggest that students read the question carefully, looking for verbs which indicate direction or a method of organization such as "compare and contrast" and "cite six evidences"; advise students to outline their ideas before they begin writing; caution students to stick to the subject as defined in the question. For the objective test, advise students to make sure they fully understand the directions before answering the items.)
--Suggest that students be prepared physically for the test by being well rested.
--Indicate the point value to be assigned to each section of the test, and the time allotted for the test. (i.e., matching-10 items of 2 points each; multiple choice-20 items of 3 points each; essay-1 item worth 20 points; total points for test-100; total time for test-40 minutes).

Test Day

Students cannot indicate their mastery of specific concepts and skills unless they fully understand what is expected of them. Furthermore, they must have an atmosphere conducive to learning since all testing experiences are primarily learning experiences. Therefore, classroom management is of the utmost importance when administering a test. Teachers should give attention to the following:

--Arrange the room as planned.
--Instruct the students in the procedure for setting up the answer sheet. (i.e., On a teacher-prepared answer sheet, have students place their names in the space provided; instruct them to make only one choice per item and to mark it clearly in the space provided; if an essay is included, direct students to write it on the back of the answer sheet, for ease in scoring. On a student-prepared answer sheet, instruct students to list numbers in groups according to the grouping on the test paper; have students place all objective items on one sheet of paper and write the essay section on another sheet of paper. For an essay-only test, have students write each essay on a separate sheet of paper, for ease in scoring.)
--Remind students to allot time wisely according to the difficulty and the point value of each question.
--Advise the students to scan the entire test before answering any items. This will help them become aware of the relative difficulty among test items and parts of the test.
--Instruct the students to proofread their papers before handing them in.
--Explain the activity for students who finish early. Where convenient, this may be briefly printed at the end of the last test page.

After all preliminary procedures have been followed, the test papers may be handed out. An oral reading of the directions and a call for questions should precede the signal to begin the test. If there is no clock available, the teacher may wish to occasionally remind students of the time remaining by placing it on the chalk board. During the test period, the teacher should visually check for questions. Before dismissing the students, the teacher should count the number of tests to ensure that each student has returned a test paper.

SCORING

Teachers should strive toward objectivity in scoring both objective and essay tests. Specific suggestions for the scoring of essay tests are covered in Part II of this bulletin. In general, however, the teacher should prepare an efficient answer key, such as a plastic stencil, for objective test answer sheets, and should prepare a list of possible answers or qualifications for an essay test. The mathematics in the final score should be checked by another teacher or by the students prior to the recording of the grades.

EVALUATING THE TEST

Evaluation by Average Score

After a test has been administered and scored, the teacher is ready to evaluate it. One means of evaluation is to summarize the test results and determine the average score in relation to the teacher's purpose for giving the test. To find the

median score, the teacher arranges the answer sheets in order from high to low and selects the score above and below which falls 50 percent of the other scores. If that score represents a high percentage of correct answers, the teacher's purpose--to want most of the students to pass--is fulfilled; the test is a good one. When a unit test yields low average scores, the teacher needs to consider the reasons for poor pupil performance rather than just to record the poor test scores. A low average score may indicate poor test construction and items, inadequate pupil mastery, or poor teaching.

The procedure for summarizing test results could involve the use of a profile sheet similar to the sample below.

Score Distribution Sheet: Group Profile

Name of test "Points of View"
School or Group Period 1
Number of students 36
Ability Level High Average

Type of test Unit
Grade or Section 10
Date of testing Nov. 3, 1977

Percent of correct answers	Tally of students	Total Number	Percentage of students
90-100	𝍸 𝍸 𝍸	15	42%
80-89	𝍸 1111	9	25%
70-79	𝍸	5	14%
60-69	111	3	8%
50-59	-	-	-
40-49	1	1	3%
30-39	11	2	5%
20-29	1	1	3%
10-19	-	-	-
0-9	-	-	-
	36	36	100%

The sample unit test is a good one because a high percentage of students passed the test; yet it provided a range of scores that differentiated degrees of success with which students were able to master the content. If the same test were given to an average class, the teacher should still expect the large majority of students to pass, but the greatest concentration of scores might appear in the 70-79 and 80-89 percent ranges.

Evaluation by Item Analysis

A more detailed method of test evaluation is item analysis. This is a process of evaluating each component test item and can be accomplished in several ways.

A teacher could use an informal technique to determine the number or percent of students which answered an item correctly or incorrectly. This procedure simply involves spending some time in discussing and analyzing test results with the class. During a class period, the teacher distributes previously scored tests to the students. The teacher then calls out the numbers of the items one by one and asks students holding papers with the item marked correct to raise their hands. After counting the number of raised hands and recording that number on a blank answer sheet, the teacher notes which items were missed and by how many students. Another way of obtaining the same results is by spreading out the answer sheets on a desk or table, comparing students' answers, determining on which items students did well, and noting on which items students did poorly. Such an analysis will provide the teacher with enough data to help select areas in which the students who took the test need remedial work or to determine which unit objectives have not been mastered by some students.

If a teacher wants to diagnose class (or individual student) needs, a similar item analysis may be conducted to determine the percent or number of students who chose each distractor as well as those who chose the correct response. The procedure would involve counting, not only the number of students who chose the correct response, but also the number of students who chose each distractor in an item. If the teacher has carefully chosen distractors for specific reasons, the incorrect answer will reveal as much about student understanding as the correct answer will reveal.

For example, question 9 on the model "Points of View" test reads as follows:

9. What is the narrator's point of view in this selection?

a) First person participant
b) First person observer
c) Third person participant
d) Third person observer

Perhaps twenty students in a class of thirty have chosen the correct answer, response (a). However, during a class discussion of this item, seven students indicate they have chosen distractor (b), and the remaining three students have chosen either of the other two distractors. The teacher could then know that the seven students recognize the difference between first- and third-person narration but have difficulty distinguishing between a participant and an observer; the other three students have the added problem of making the distinction in person.

Of even greater value for appraising specific test items is the more formal statistical item analysis. This method differentiates between the responses of high-scoring students and the responses of the rest of the students in a class. If a test item is a good one, it should be correct on the tests of most of the high-scoring students. The statistical item-analysis involves using a chart for each item to show the number of high-scoring students who selected each choice in an item and the number of all other students who selected each choice in the same item. To separate the high-scoring students from all others, professionals in the field of tests and measurements recommend use of the top twenty-seven percent of all the scores on a test as the high-scoring group. For example, if thirty-six students took a test, the top ten scores on the test would be the high-scoring group. Their choices would

be compared with the choices of all other students in a chart similar to the one below:

Item #1

Choice	A	B	(C)	D	E	Total
High-scoring students	2	0	7	1	0	10
All other students	7	4	2	6	7	26
						36

In the above analysis for a multiple choice test item, the correct answer C was chosen by seventy percent of the high-scoring students, and all other students chose the distractors in almost equal numbers. The above item is a good test item, not only because most of the high-scoring students chose the correct response, but also because other students chose the distractors almost equally. Good test items should show a distribution similar to the one suggested on the above chart.

To complete the above chart for each item, the teacher could distribute marked tests from the high-scoring group to one row of a class and marked tests of all other students to the rest of the class at random. The teacher goes through the test item-by-item and records the number of students who selected each choice on an item. For statistical analysis, the responses of high-scoring students must be recorded separately from the responses of all other students. The teacher, therefore, counts the number of high-scoring students who selected each choice in an item and records that number. Then the teacher determines how many of all other students made each choice in an item. Finally, these specific numbers are recorded in a chart similar to the one above. By studying the chart, the teacher can determine whether the test item did succeed in separating the high-scoring students from all others and whether all distractors in an item functioned with validity.

Once the item analysis has been completed, the teacher can use the results to:

--Plan remedial work for students.
--Adjust teaching procedures or emphases.
--Revise the test if it is to be used again.
--Delete any items which a substantial majority of the students failed to answer correctly.

FOLLOW-UP

Once the teacher has determined which items on an achievement test were missed by many students, future lessons can be planned. If a majority of the class missed a certain item, the teacher may have to review the unit objective which was tested by that item. Another reason for poor student performance may be the misunderstanding of strategies in taking a specific type of test. For example, if most of the class did poorly on an essay test, the teacher could plan instruction to help students write good answers to essay questions. In addition, students may need help with questions on a particular cognitive level. For example, the teacher could plan class lessons in which students had the opportunity to practice solving a problem in an original manner.

On the other hand, if most students have done well on a test, but a few students have done poorly in specific areas, a teacher could devise some form of individualized instruction for those students. A series of learning activity packets would be one way to provide for such instruction. Each LAP would include activities which review unit materials and a post-test to measure students' progress or achievement.

The teacher who follows the procedures recommended in this section has an assessment instrument custom-made for the particular abilities and needs of his or her students, one which is valid, professional, and unique. For teachers, making tests becomes a form of continuous professional growth requiring them to clarify and refine instructional objectives, to re-examine the content, to become more aware of their own methodology, and to identify students' potentials and limitations. Too frequently, teachers consider a test to be merely a device for arriving at a grade, but any teacher who carefully prepares, administers, and evaluates a test will realize as never before the value of the test as an instructional tool.

SAMPLE GRADE 10 "POINTS OF VIEW" UNIT TESTS

Objective Test

The following multiple choice test is intended as an objective unit test for the "Points of View" unit. In general, the test was designed for the average tenth grade student. Regard it, consequently, as a sample which should be modified for particular classes. The items represent minimum skills as derived from the list of behavioral goals listed on pages 86-88 of the Grade 10 Resource Bulletin. The literary excerpts on the test are independent of the unit, so that the student is not required to recall particular stories taught but rather to demonstrate mastery of the concepts introduced in this unit.

A sample answer sheet and the test key follow the test.

"Points of View" Unit Test

DIRECTIONS:

This test consists of eight literary selections taken from poems, short stories or novels.

--Read each selection carefully and then turn to the test items that accompany it.
--From the choices (usually four) given in each test item, choose the ONE that you think BEST answers the question or completes the statement. (You may look back at the selection if you need to.)
--Pencil in the box on the answer sheet that corresponds to the letter of the correct answer.
--When you complete the items for one selection, go right on to the next selection.
--If you complete the test before time is called, check back over your work.

Sample exercise:

I'm Nobody

I'm nobody! Who are you?
Are you nobody too?
Then there's a pair of us - don't tell!
They'd banish us, you know.

- Emily Dickinson

This poem is narrated from which of the following points of view?

a. First person participant
b. First person observer
c. Third person participant
d. Third person observer

Choices c and d are wrong because the selection is narrated in the first person. Since the speaker is involved in the poem, "a" is the correct answer. Darken the box corresponding to choice "a" on your answer sheet.

A. (1) He went slowly to his tent and stretched himself on a blanket by the side of the snoring tall soldier. (2) In the darkness he saw visions of a thousand-tongued fear that would babble at his back and cause him to flee, while others were going cooly about their country's business. (3) He admitted that he would not be able to cope with this monster. (4) He felt that every nerve in his body would be an ear to hear the voices, while the other men would remain stolid and deaf.

The Red Badge of Courage, Stephen Crane

1. What is the predominant point of view of this selection?

   (a) first person participant
   (b) first person observer
   (c) third person participant
   (d) third person observer

2. The last sentence of the paragraph is rewritten four ways below. Which is the most objective point of view?

   (a) He was sure everyone in camp heard the voices.
   (b) He jumped up and ran from the tent.
   (c) He might panic.
   (d) He feared that he might be a coward.

3. In order to keep the point of view and style consistent, the best sentence to end this paragraph would be:

   (a) He sweated with the pain of these thoughts.
   (b) The sun broke through the clouds.
   (c) Captain Rourke tried to comfort him.
   (d) The other soldiers awakened.

4. The most subjective sentences in this paragraph are the

   (a) first and second.
   (b) first and third.
   (c) first and fourth.
   (d) second and fourth.

5. This passage was written mainly to have the reader

   (a) see a battle scene
   (b) understand one soldier's feelings
   (c) see soldiers at rest
   (d) picture a monster

6. The narrator in the above selection

   (a) is inconsistent in his point of view.
   (b) is the "he" of the passage.
   (c) has special knowledge of the character.
   (d) has no knowledge of the character.

B. Now, George, about this trip to the Yellowstone you were asking about.

I don't know as I can help an old, trained, long distance motorist like you, with your wealth of experience, though I never did agree with you about not going into low gear in descending steep hills, but I guess you've got me beat on long-distance motoring, and I often said to Mrs. Schmaltz--haven't I Mame!--that there sure is one thing I envy George F. Babbitt for, and that's the time he drove three hundred and sixteen miles in one day, between dawn and midnight.

"Travel Is So Broadening," Sinclair Lewis

7. The narrator of this selection is speaking to

(a) himself.
(b) George.
(c) a general audience.
(d) George and Mame.

8. What is the personal pronoun most often used in this selection?

(a) she
(b) I
(c) he
(d) you

9. What is the narrator's point of view in this selection?

(a) first person participant
(b) first person observer
(c) third person participant
(d) third person observer

10. Which of the following details gains support for the narrator's opinion of George Babbit?

(a) Now, George, about this trip to Yellowstone.
(b) I don't know as I can help.
(c) I never agree with you.
(d) I often said to Mrs. Schmaltz--haven't I Mame!

11. To alter this selection from a dramatic to an interior monologue, one would

(a) eliminate the aside to Mame.
(b) omit the first sentence.
(c) change the pronoun reference <u>you</u> to third person.
(d) do all of the above.

C. He was a newcomer in the land, and this was his first winter. The trouble with him was that he was without imagination. He was quick and alert in the things of life, but only in the things, and not in the significances. Fifty degrees below zero meant eighty-odd degrees of frost. Such fact impressed him as being cold and uncomfortable, and that was all. It did not lead him to meditate upon his frailty as a creature of temperature, and upon man's frailty as a creature of temperature, and upon man's frailty in general, able only to live within certain narrow limits of heat and cold; and from there on it did not lead him to the ... field of immortality and man's place in the universe. Fifty degrees below zero stood for a bite of frost that hurt and that must be guarded against by the use of mittens, earflaps, warm moccasions, and thick socks. Fifty degrees below zero was to him just precisely fifty degrees below zero. That there should be anything more to it than that was a thought that never entered his head.

"To Build a Fire," Jack London

12. Which excerpt below best illustrates the narrator's involvement with his character?

(a) He was newcomer in the land.
(b) This was his first winter.
(c) The trouble with him was that he was without imagination.
(d) Fifty degrees below zero meant eighty-odd degrees of frost.

13. The author's point of view in this selection is best described as

(a) first person participant
(b) first person observer
(c) third person narrator with special knowledge
(d) inconsistent

14. The limitation of this point of view is that it

(a) prejudices the reader's judgement of the character.
(b) allows the reader to see all viewpoints.
(c) places the emphasis on the action.
(d) reveals the character's viewpoint.

15. If this passage were rewritten in first person, emotionally involved point of view, the best selection for revision of the first sentence would be:

(a) This was my first winter in this country.
(b) Being a frightened inexperienced newcomer to this land, I was fearful and apprehensive about my first winter.
(c) Since he was a frightened newcomer to this land, he was fearful about his first winter.
(d) This was his first winter in this country.

16. The underlined phrase, "and from there on it did not lead him to the ... field of immortality and man's place in the universe," can best be described as an example of

(a) narrative comment.
(b) the character's thoughts.
(c) objective reporting.
(d) multiple viewpoint.

D. Three men were fishing from a rowboat on Scotland's Loch Ness one black night when the boat rose right up in the air.

At first the boat went straight up. Then it tilted and almost capsized. Then instead of turning over, it slid back down into the water.

As the fishermen recovered their composure, they saw what had hoisted their rowboat clear off the water. A big dark shape was sinking beneath the surface. The fishermen looked surprised.

"Monster in the Loch," Gardner Soule

17. From what point of view has this selection been written?

(a) first person participant
(b) first person observer
(c) third person participant
(d) third person observer

18. Which of the following titles for this selection best reflects the narrative distance?

(a) "Our Bloodchilling Night upon the High Sea"
(b) "My Unforgettable Experience in the Loch"
(c) "The Fishermen's Experience"
(d) "I Didn't Believe My Eyes!"

19. What clue suggests the distance of the narrator to the event he relates?

(a) the adjectives used
(b) the order of the sentences
(c) the verbs used
(d) the drama of the event

20. What appears to be the narrator's purpose in telling this story?

(a) to amuse his reader
(b) to inform his reader
(c) to provoke the reader
(d) to sadden the reader

21. What word would best describe the attitude of the fisherman toward the situation?

(a) resentful
(b) amazed
(c) condescending
(d) detached

E. (1) There were several young girls, Sally among them, who came and went, bearing cups of tea and platters of sandwiches. (2) Though Sally had known some of her mother's guests since childhood and was privileged to call many ... by their nicknames, today she looked on everybody with the eyes of a stranger. (3) There was no place for her in this world. (4) She liked dogs, horses, sailboats, airplanes , climbing apple trees, staying up late at night, walking in the rain, driving round and round in an open car on a summer afternoon, sitting by a beach fire at night, lying on the ground and looking up at the undersides of leaves and at lightning bugs and falling stars, dividing her attention between a book that she had read many times and an apple, watching the sun go down and the moon come up, wondering what the boy she was going to marry would look like and where he was at that moment, and how long it would take him to find her.

The Folded Leaf, William Maxwell

22. The predominant point of view in this selection is

(a) third person participant.
(b) third person observer.
(c) third person narrator with special knowledge.

23. In order to rewrite sentences 1 through 3 using first person point of view, the following pronoun changes would be necessary:

(a) Sentence 1 - myself among them
Sentence 2 - though I
Sentence 3 - place for me
(b) Sentence 1 - several of us
Sentence 2 - though I, my mother's guests
Sentence 3 - place for me
(c) Sentence 1 - myself among them
Sentence 2 - thought I, my mother's guests
Sentence 3 - place for me
(d) Sentence 1 - myself among them
Sentence 2 - though I, my mother's guests, today I looked
Sentence 3 - place for me

24. In sentence 1, the words "cups of tea and platters of sandwiches" suggest that compared to Sally's world, her mother's world is

(a) unstructured.
(b) engaging.
(c) confining.
(d) frightening.

25. Knowing of Sally's private thoughts, one discovers that she would most probably say her parents lived by such things as

(a) old books, china and antiques.
(b) movies, picnics and mountains.
(c) bicycling, tennis and swimmming.
(d) rainbows, flowers and storms.

26. To ensure a less biased attitude on the part of the reader, the narrator could

(a) include Sally's mother's list of favorite things.
(b) eliminate Sally's list of favorite things.
(c) include Sally's thoughts about the guests.
(d) either A or B.

F.

To the maiden
The sea was blue meadow
Alive with little froth-people
Singing.

To the sailor, wrecked,
The sea was dead grey walls
* Superlative in vacancy
Upon which nevertheless at fateful time
Was written
The grim hatred of nature.

By Stephen Crane

* complete emptiness

27. What are the two dominant impressions of the sea?

(a) gay - fearful
(b) fanciful - adventurous
(c) escapist - adventurous

28. What is this sailor's attitude toward the sea?

(a) dread
(b) indifference
(c) optimistic
(d) indecision

29. Consider the maiden's attitude toward the sea and decide which of the following best indicates her viewpoint?

(a) The wave grasped the shore with claw-like hands as it retreated back to sea.
(b) The wave stroked the shore with delicate fingers as it retreated back to sea.
(c) The wave lapped the shore as it retreated back to sea.
(d) The wave crashed upon the shore like thunder and then retreated back to sea.

30. The line: "the sea was dead grey walls superlative in vacancy" indicates

(a) the sailor's involvement.
(b) the sailor's detachment.
(c) the maiden's involvement.
(d) the maiden's detachment.

31. The point of view in this poem is best described as

(a) first person participant.
(b) third person observer.
(c) third person narrator with special knowledge.

32. The viewpoint in this selection is

(a) no character's.
(b) objective.
(c) limited.
(d) more than one character's.

G. It happened that a Dog had got a piece of meat and was carrying it home in his mouth to eat it in peace. Now on his way home he had to cross a plank lying across a running brook. As he crossed, he looked down and saw his own shadow reflected in the water beneath. Thinking it was another dog with another piece of meat, he made up his mind to have that also. So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat fell out, dropped into the water and was never seen more.

Beware lest you lose the substance by grasping at the shadow.

"The Dog and the Shadow," Aesop

33. What is the predominant point of view of this selection?

(a) no character
(b) first person participant
(c) first person observer
(d) third person participant

34. A modern revision of the moral tag would be:

(a) Beware of self-love.
(b) Beware of flattery.
(c) Beware of greed.
(d) Beware of mirrors.

35. To add the sentence, "I laughed to see it." at the end of this story would result in

(a) an unaltered viewpoint.
(b) consistency in tone.
(c) a shift in point of view.
(d) an altered moral tag.

36. Which of the following is a subjective title for this story?

(a) "His Reflection in the Pool"
(b) "The Shadow"
(c) "My Dumb Dog"
(d) "The Dog Story"

H. "Darn kid! Wouldn't you know?"

"A hot-rodder!"

"Look at that car of his. Flames painted on the fenders! You see a wreck, you see one of those practically every time! They oughta run 'em off the road!"

Jimmy held his head in his hands. A hot rod--that was a laugh! Roy Wyatt had painted those fenders when he'd owned the car, trying to make it look sharp. A hot rod! A beat-up, worn out oil hog was more like it. Fifty miles an hour, down a steep hill with a tail wind, was the best you could get. Buying the car, paying for insurance, feeding it oil--he couldn't afford to repaint the fenders. But if you were seventeen and had a car you were a hot-rodder--a dirty word.

"Frame-up on the Highway," John and Ward Hawkins

37. To tell the other characters what Jimmy is thinking, the underlined sentences in the passage should be written as follows:

(a) Jimmy held his head in his hands. "A hot rod--that was a laugh!"
(b) Jimmy held his head in his hands. A hot rod--that was a laugh!
(c) "Jimmy held his head in his hands." That was a laugh.
(d) "Jimmy held his head in his hands. A hot rod--that was a laugh!"

38. Compare the three remarks from the crowd in the first half of the passage to the last paragraph. The first half relates to the last paragraph as

(a) an audience to a speaker.
(b) dramatic to interior.
(c) emotionally involved to emotionally detached.
(d) third person to first person.

39. The topic that best illustrates the theme of this passage is

(a) highway safety.
(b) hot rodding.
(c) generation gap.
(d) car maintenance.

40. If Jimmy were to answer the people in the crowd in any angry manner, he might say,

(a) "I think you are making a hasty decision."
(b) "I cannot afford to have an accident."
(c) "Just because my car is flashy, doesn't mean I'm a hot rodder."
(d) "You're absolutely right!"

POINTS OF VIEW ANSWER SHEET

Name:_____

Date:_____

Sec.:_____

Directions: Pencil in the box that corresponds to the letter of the correct answer.

Example: ■ (b) (c) (d)

1. (a) (b) (c) ■
2. (a) ■ (c) (d)
3. ■ (b) (c) (d)
4. (a) (b) (c) ■
5. (a) ■ (c) (d)
6. (a) (b) ■ (d)
7. (a) (b) (c) ■
8. (a) ■ (c) (d)
9. ■ (b) (c) (d)
10. (a) (b) (c) ■
11. (a) (b) (c) ■
12. (a) (b) ■ (d)
13. (a) (b) ■ (d)
14. ■ (b) (c) (d)
15. (a) ■ (c) (d)
16. ■ (b) (c) (d)
17. (a) (b) (c) ■
18. (a) (b) ■ (d)
19. (a) (b) ■ (d)
20. (a) ■ (c) (d)
21. (a) ■ (c) (d)
22. (a) (b) ■ (d)
23. (a) (b) (c) ■
24. (a) (b) ■ (d)
25. ■ (b) (c) (d)
26. (a) (b) (c) ■
27. ■ (b) (c) (d)
28. ■ (b) (c) (d)
29. (a) ■ (c) (d)
30. ■ (b) (c) (d)
31. (a) (b) ■ (d)
32. (a) (b) (c) ■
33. ■ (b) (c) (d)
34. (a) (b) ■ (d)
35. (a) (b) ■ (d)
36. (a) (b) ■ (d)
37. ■ (b) (c) (d)
38. (a) ■ (c) (d)
39. (a) (b) ■ (d)
40. (a) (b) ■ (d)

Restricted and Extended Essay Tests

The following two sample essay tests, one requiring restricted and the other extended responses, are suggested for use as supplemental tests. These examples should be considered models. Like the objective test, the literary samples are independent of the unit, but unlike the objective test, these essay questions are narrower in the range of skills and levels of cognitive achievement tested. In general, the directions require the students to alter, revise, judge and create with the emphasis upon application of skills rather than recognition of material.

Each essay test was designed to be given in a period. Point values are indicated for the student and suggested time allotments are included in the directions for the restricted essay items. Sample answers with point values follow each test.

Sample "Points of View" Unit Restricted Essay Test

DIRECTIONS: Read each selection carefully. Follow the directions after each item. The number of points per section is given along with a suggested time limit.

1. A ghastly light spread through our grotto and we could just vaguely make out the shapes of each other's heads. A queer noise from a long way off came down to us--a sort of prolonged hiss. The noise increased. Suddenly I was buried, blinded, smothered beneath an avalanche of new snow. The icy snow spread over the cavern, finding its way through every gap in our clothing. I ducked my head between my knees and covered myself with both arms. The snow flowed on and on. There was a terrible silence.

from Annapurna by Maurice Herzog

Question: This selection is written as first person involved point of view. Rewrite this same paragraph in third person detached point of view. Then list two important changes you had to make in the narrative. (30 pts. - 10 min.)

2. (1) As a fifteen-year-old boy and his eighteen-year-old brother rounded the turn on the desolate country road, they spotted the body of a close friend and neighbor. (2) The elderly man lay on his side. (3) From his body there was a stream of blood which was about fifteen feet long, ending in a large pool. (4) A few feet to the left of the dead man lay his hat. (5) Much of his hair was inside the hat. (6) To his right was one unattached shoe. (7) On the right side of the pavement sat four high school friends in a badly battered car. (8) They sat there glassy-eyed, scratched and bruised, but with no serious physical injuries. (9) Some distance beyond the dead man was his demolished car. (10) This is what the fifteen-year-old brother observed when arriving at the scene of the accident.

student paper based on actual experience

Question: Rephrase sentences 3, 4, and 5 so that they reflect the first person subjective point of view. (15 pts. - 7 min.)

3. Here the formal times are surrendered
to the camera's indifferent gaze: weddings,
graduations, births and official portraits taken
every ten years to falsify appearances.
Even snapshots meant to gather afternoons
with casual ease are rigid. Smiles
are too buoyant. Tinny laughter echoes
from the staged scene on an articifical
beach. And yet we want to believe
this is how it was....

. . . . . .

There
are no pictures of our brittle, lost intentions.
We burned the negatives that we felt did not give a true
account and with others made this abridgement of our lives.

from "Looking in the Album" by Vern Rutsala

Question: In one sentence, state the poet's attitude toward family albums. List two clue phrases that support your conclusion. (20 pts. - 7 min.)

4. Nick looked at the burned-over stretch of hillside, where he had expected to find the scattered houses of the town, and then walked down the railroad track to the bridge over the river. The river was there. It swirled against the log piles of the bridge. Nick looked down into clear, brown water, colored from the pebbly bottom, and watched the trout keeping themselves steady in the current with wavering fins. As he watched them they changed their positions by quick angles, only to hold steady in the fast water again. Nick watched them a long time.

from "Big Two-Hearted River" by Ernest Hemingway

Question: Rewrite this selection as an example of interior monologue. Use at least five sentences in your revision. (35 pts. - 15 min.)

Sample Answers for "Points of View" Restricted Essay Test

Example 1: A light spread through the grotto, and they could barely make out the shapes of each other's heads. They could hear a noise from far away that increased in volume. Suddenly they were buried by an avalance of snow that spread throughout the cavern. There was total silence.

Two important changes:
1. Changes in pronoun references
2. Elimination of loaded adjectives

Scoring: 20 points for rewriting in third person detached point of view
10 points for listing two important changes

Example 2: #3--From his badly mutilated body, I saw a sickening stream of blood about fifteen feet long, ending in a large, sticky pool.
#4--When I glanced a few feet to the left of the dead man, I saw his battered hat covered with drying blood.
#5--Much of his hair--gray hairs now tinted a sad pink from the blood--was inside the hat--I had to look away!

Scoring: 10 points for employing first person pronouns
5 points for employing subjectivity

Example 3: The poet's attitude toward family albums is that they represent an unrealistic picture of a family's life. Some phrases that support this conclusion are "falsify appearances," "tinny laughter," "artificial beach," and "staged scene."

Scoring: 10 points for stating poet's attitude in one sentence
10 points for listing two clue phrases

Example 4: Where are the scattered houses of the town? This burned-over stretch of hillside is a nightmare! Ah! the railroad track that leads to the bridge over the river. The river I remember so well. Swirling against the log piles of the bridge, the river is colored from the pebbly bottom. And the trout with their waving fins, changing positions so quickly. How can I possibly move on?

Scoring: 7 points for each sentence completed that reflects interior monologue format

Sample Extended Response "Points of View" Essay Test

Carefully read the following selection:

That driveway held a fascination for Iggy and me. On it, now and then, would be parked Mr. Rose's automobile, a gray Packard, and it was the car that drew us like a magnet. It was not only beautiful to look at from the distance, but close up it loomed over us like a locomotive, giving off an aura of thunderous power even as it stood there quietly. And it had two running boards, one mounted over the other to make the climb into the tonneau easier. No one else around had anything like that on his car. In fact, no one we knew had a car nearly as wonderful as that Packard.

So we would sneak down the driveway when it was parked there, hoping for a chance to mount those running boards without being caught. We never managed to do it. It seemed that an endless vigil was being kept over that car, either by Mr. Rose himself or by someone who lived in the rooms over the garage. As soon as we were no more than a few yards down the driveway a window would open in the house or the garage, a hoarse voice would bellow threats at us. Then we would turn tail and race out of sight.

We had not always done that. The first time we had seen the car we had sauntered up to it quite casually, all in the spirit of good neighbors, and had not even understood the nature of the threats. We only stood there and looked up in astonishment at Mr. Rose, until he suddenly left the window and reappeared before us to grab Iggy's arm.

Iggy tried to pull away and couldn't. "Leggo of me!" he said in a high-pitched, frightened voice. "We weren't doing anything to your ole car! Leggo of me, or I'll tell my father on you. Then you'll see what'll happen!"

Excerpted from "The Day of the Bullet" by Stanley Ellin

Directions: Pretend you are fourteen year old Iggy, and that you have run home and to tell your father what Mr. Rose did and why he did it. Write out your response. Remember your objective is to get your father to do something about Mr. Rose's behavior toward you. (25 points)

Be sure that your response:

--is a dramatic monologue (5 points)

--is written in the first person (5 points)

--keeps the first person point of view throughout (5 points)

--is addressed to the proper audience--Dad (5 points)

--describes specifically some of the incidents that happened. (5 points)

Sample Answers to "Points of View" Extended Response Essay Test

Dad, Dad! Mr. Rose just grabbed me for no reason! I was just walking by his house when the old grouch yelled at me from his window and ran out and grabbed me! Aren't you going to do something, Dad? Come on Dad!

What? Yeah. I'm sure I didn't do anything. No ... wait, don't call Mr. Rose -- Dad... Dad....

OK, Dad. You know that old car he keeps in his driveway? Yeah, that old Packard. Well, my friend and I were just standing there looking at it and thinking how neat it would be to jump on that running-board when he yelled at us.

Honest, Dad. We were just looking at it. -- Will you Dad? Will you really go over and explain everything to Mr. Rose for us? You know how Mike and I admire that old car.

What?! You want me to come too? I'm kind of scared, Dad, but I'll go. Do ya' think he might let us stand on that running-board some day? Boy, would that be neat!

PART FIVE: INTERPRETING AND USING THE RESULTS OF STANDARDIZED TESTS

INTERPRETING STANDARDIZED TESTS

Introduction

Standardized tests supplement and complement English teacher-made assessment devices by helping the teacher discover where pupils are in their language development and by assisting teachers in the design of instructional programs to take students as far as their skills and abilities will allow. Certainly standardized tests can never replace the teacher's judgment, and of course they only represent one additional means of assessment. They are of little value for measuring learning outcomes unique to a particular course, daily progress of pupils, or knowledge of current developments in rapidly changing fields, but they can help the teacher to form more reliable and dependable judgments about programs or long-term pupil progress. Properly interpreted standardized test results enable the teacher to be more systematic in differentiating instruction by identifying areas in which instructional emphasis might need modification. Furthermore, although the emphasis in the following pages is on the use of standardized test results by English departments and classroom teachers, standardized test scores can also be constructively used by administrators and curriculum offices to measure, compare and diagnose the general educational development of pupils.

What Is a Standardized Test?

Tests are "standardized" when they have standard content and procedures that enable administration of the same test to different individuals in different places under the same test conditions. The distinctive characteristics of standardized tests include: 1) a fixed set of test items designed to measure some specific skill; 2) strict, specific timing and directions for administering and scoring; 3) a design that is replicable and can usually be mass produced at minimal per-unit cost; and 4) some type of reference table of standards by which individual or specific group results may be interpreted.

Standardized tests are designed to measure either achievement (the level of pupil performance in a school subject or future success in a school subject or skill) or aptitude (pupil potential for future success in a school subject or vocation). However, the majority of the standardized tests administered to secondary school pupils, both nationwide and in Baltimore County, are of the achievement variety. The number and variety of standardized tests available to educational systems have grown to the point that it would be impractical here to attempt a complete listing. Some are verbal, others are nonverbal. Some require either an oral question or response; others hinge upon the drawing of a picture or the performance of a task. Most tests may be scored objectively, either by machine or manually by use of an answer key; but a few are scored subjectively, with the grader passing personal judgment on the quality of the responses. The point is that there are almost as many different kinds of standardized tests as tests themselves. The English teacher interested in a more definitive survey of specific standardized tests might consult Grommon's Review of Selected Published Tests in English.

Construction of standardized tests is a rigorous, expensive and time-consuming procedure that involves planning the test, preparing test items, field testing,

revising and administering the standardized edition. The result, however, is a product which yields two distinct advantages. First, close evaluation of the difficulty, discriminating power and effectiveness of each item by item analysis results in a high quality instrument reliable for measuring what it purports to measure. Secondarily, the process establishes a reference table of standards against which other test scores may be appraised.

It is important to understand that standardized achievement tests may have either of two possible frames of reference as a basis for their tables of standards. The tests may be criterion-referenced or norm-referenced in approach. The distinctive characteristics of each procedure are noted in the explanations that follow.

Criterion-referenced standardized tests are tests that are normally used to assess a specific program or individual performance in a program by a predetermined subjective standard. In order to provide a meaningful assessment device for the educator, the criterion-referenced test maker bases the test on objectives and content closely related to actual instruction. Furthermore, before the test is published in its final form, the percentage of the test items pupils in a particular grade level may reasonably be expected to answer correctly is determined. In many cases, this standard is 80 percent; that is to say, a seventh-grader taking a seventh-grade criterion-referenced test should be able to answer 80 percent of the test questions correctly in order to demonstrate mastery of the subject or skill tested. Thus, the essential statistic yielded by this kind of test is a percentage of correct answers.

In Maryland, the Basic Skills Reading Mastery Test is an example of the criterion-based process. After more than 2,000 Maryland citizens, including 100 illiterates, identified their basic reading needs to survive in society, groups of educators and laymen agreed on a list of specific types of functional reading materials one ought to be able to read and designed a test based on these materials. Their conclusion was that students completing functional reading instruction in Maryland's public schools should reasonably be expected to exhibit the ability to comprehend, with 80 percent proficiency, such functional reading materials as sales and rental forms, newspapers, bank statements, appliance instructions, voting machines, job requirements, W-2 forms, and directions on medical prescriptions. The Maryland State Department of Education then settled upon the objective that, by 1980, 100 percent of the state's public school students should be able to demonstrate their functional reading mastery by answering correctly 80 percent of the test items. Thus, the essential statistic of this and all other criterion-referenced tests is the percentage level of achievement that pupils obtain. Scores have meaning in terms of what the pupil can do or knows rather than in relation to scores made by other pupils or some external reference group.

Norm-referenced standardized tests, on the other hand, are tests that rank individual or group test results in relation to the results of a large, representative national sampling. Such ranking of scores yields a percentile rank which is the essential statistic of the norm-referenced test. Obviously, the most important factor in preparing this kind of test is the selection of a group of pupils who are genuinely representative of those students for whom the test is intended. To attain this goal, test publishers randomly select proportionate numbers of pupils from all parts of the country, from school systems of various sizes, and from a cross-section of all socio-economic levels. This sampling becomes the group upon whose scores the test is normed.

For instance, when the original national sampling group of students first took the Iowa Tests of Basic Skills (ITBS), the test maker considered the median or middle score among all the scores in an array from highest to lowest. That one score--the

midpoint of the array of scores from the sampling group--became the 50th percentile, so-designated because half the total number of scores fell below it and the other half fell at or above this score. In turn, the 50th percentile became the norm, the standard for the test. Consequently, a norm is an average test performance among a national sampling group. When, therefore, a teacher sees that a seventh-grader achieved the 70th percentile, a score better than 70 percent of the students who took the test in the norm group on the language skills test and the 40th percentile, a score better than 40 percent of the students who took the test in the norm group on the reading comprehension test of the ITBS, the teacher may translate the student's 70th percentile achievement in language skills as above average and his 40th percentile achievement in reading skills as slightly below average.

Norm-referenced tests, unlike criterion-referenced tests, cannot be interpreted as a measure of what a student knows or can do in relation to what he should have learned in a specific skill area, but rather merely indicate a ranking (expressed as a percentile) of the student's level of achievement with reference to a peer group chosen randomly as a representative national sample at some point in time. Since 50 percent of the population taking a norm-referenced test must fall below the 50th percentile, such testing might obscure what a student can do in the interest of getting a distribution for purposes of ranking.

Whenever possible, English teachers should guide test selection toward criterion-referenced tests for pre- and post-test comparisons. When norm-referenced tests are chosen, English teachers should familiarize themselves with procedures for comparing student, class, and school percentiles with the county and especially with the national norms in order to use these tests in a diagnostic manner.

Understanding Standardized Tests

Standardized achievement and ability tests can serve a useful role in supplementing and complementing the English teacher's program of regular in-classroom assessment. Often, standardized test scores can serve to reinforce, and perhaps help pin-point, conclusions drawn from teacher-made assessment devices, and consequently, aid in planning the direction of subsequent instruction. But probably even more important to teachers are standardized test results that do not coincide with the teacher's classroom evaluation of individuals or groups of pupils. Such conflicting data indicate the need for finer teacher assessment and/or greater individualization of instruction to determine the true status of the ability and/or performance of those being assessed.

English teachers should not be "turned off" or feel inadequately prepared to deal with the seemingly complex terminology and air of hocus-pocus surrounding standardized testing. Teachers who wish to know more information about any specific test may consult the administrative manual (which contains explanations and directions for giving the test), the technical manual (which explains the nature of the test, scoring procedures, and possible uses of results) and, if possible, examine a copy of the test itself. These three documents are readily obtainable from the local school guidance departments and, once examined, will certainly greatly inform and comfort rather than threaten the teacher.

Interpretation of Test Scores

In order for standardized test results to serve as a meaningful aid to the English teacher, the teacher's interpretation and understanding of the test scores and their applicability to the instructional program must be accurate. Several areas that common-

ly cause confusion for English teachers in interpreting standardized test scores include test validity, standard age scores (SAS), grade equivalents (GE), and test norms.

Test Validity

Since most standardized tests are norm-referenced and usually measure achievement or ability, the interpretation of their scores can be applied only to those areas for which such types of measurement are valid. Validity is the degree to which a test measures what it is supposed to measure. Most widely used standardized tests are valid in that they measure the specific test objectives they purport to measure. However, their validity as a measure of a specific teacher's instructional program or an individual student's performance is greatly diminished when actual content of what is taught, the objectives for its being taught and the manner in which it is taught are different from those objectives assessed by the test. For example, if the standardized test asks questions about a certain literary selection that is not part of our program, then the test may be a valid measure of the knowledge of literature but not a valid assessment of what is taught in our program.

In considering the validity of standardized test scores in relation to a specific instructional program, the teacher should note that standardized tests are able to measure, with varying degrees of success, many aspects of progress in English. These aspects include the following:

--much of the decoding or word analysis process: mainly words in isolation and occasionally words in context
--word meaning
--literal comprehension in reading
--simpler levels of interpretation: inference, critical, and evaluative reading
--study skills: such as use of a dictionary, map reading, or library skills, but not organizational skills
--spelling, particularly the recognition of misspelled words
--knowledge of grammatical facts, particularly traditional grammar
--punctuation and capitalization

However, just because a particular standardized test limits itself to these areas does not mean that the test is automatically valid in gauging pupil performance in these skills. Even though these skill areas are the same as those included in instruction, the purposes for their inclusion on the test and consequently the results, may not be commensurate with the objectives of a particular program. For instance, the Iowa Test of Basic Skills includes a vocabulary portion which is not a measure of a child's vocabulary proficiency, but rather a tool for ranking the student. No detailed classification of vocabulary skills tested is provided. According to the test maker, selection of words used was based primarily upon frequency of usage, representation of various subject matter and a balanced inclusion of the parts of speech. The deficiency of the vocabulary test is that, although it is purported to test basic skills, it has its major focus on the meaning or definition of words. Context clues are negligible, and word structure does not enter into the testing.

Also, many standardized tests attempt measurement of certain aspects of English whose limits are less commonly defined in a way generally acceptable to English teachers. These include the following:

--editing skills with respect to standard usage

--analysis of literature
--knowledge of facts about literature: such as authors, plots, literary types and devices

These areas of standard usage, the analysis of literature and knowledge of facts about literature, elude strict definition and specific limitation because, as cultural minorities gain deserved recognition by curriculum makers, standard language and culture are constantly challenged and/or altered. Consequently, test items dealing with these areas or tests which assume a strict standard English would be less valid for schools whose population encompasses significant numbers of certain minorities. One should be aware, for example, that the Iowa Test of Basic Skills includes a test on usage as one of four language skill sub-tests. The test maker points out, however, that this test is based on the standards of correctly written English and that it will be necessary to supplement the skills test with other measures of the particular linguistic objectives of the local program. Also note that such a test asks the students to recognize correctly written English, but does not assess their ability to write it or willingness to use it.

Furthermore, there are some aspects in the field of English that most standardized tests do not measure. These include pupils' ability to:

--organize ideas
--vary the use of language to express thought and feeling
--listen for meaning
--understand media
--read critically
--deal with variations of usage and/or dialects
--express values

However, some test makers are making progress in assessing these areas. For instance, the Test of Standard Written English (TSWE) (perhaps referred to as the Standard Written English Test or SWET), a sub-test of the Scholastic Aptitude Test (SAT) which is given to college-bound seniors, attempts to assess students' ability to manipulate standard written English (that level of language reflected in most college text books). Note, however, that such a test has less validity for evaluating the non-college-bound pupils.

Consequently, when teachers interpret test scores, they should consider good standardized tests as one means of measuring how students compare or what students have learned, but should not assume that such scores represent valid measurement of all aspects of students' wide range of experience in English, or of a total English program, or of an amount of English learned.

Test Norms

English teachers and/or their colleagues often feel an obligation to bring pupils "up to the norms." Although such a goal might not be an ignoble one, it is probably based on misinformation about the interpretation of standardized test scores.

Norm-referenced tests report a student's score by comparing that student to other students. It might be helpful here to reiterate the definition of norms made earlier in these pages. To establish norms, the test maker administers the test to a large number of people said to represent a normal cross-section of the specific group for whom the test was designed. The median, or middle, score achieved by the sample group of students becomes the standard for the 50th percentile--i.e., 50 percent of the people taking the test scored at the median or higher and 50 percent scored lower.

Scores of students who subsequently take the test are compared to the norm established by the controlled sample.

Consequently, if a school has a population similar to the norm group, or one that reflects a normal distribution of student ability and/or achievement levels, that school could reasonably expect, all other factors being equal, to have 50 percent of its students score below and 50 percent at or above the 50th percentile on the same test. That school is similar to the norm group, and to expect realistically to raise those scores below the 50th percentile to scores at or above the 50th percentile (or median score) would obviously be unreasonable and illogical. Similarly, if a school's population manifests an ability level that exceeds that of the normal population sample, that school could expect a greater percentage of its students, commensurate with its ability level, above the 50th percentile while a school with a lower ability level should expect proportionately more scores below the 50th percentile. Thus norms represent average performance, not minimal standards of proficiency.

Percentiles

Raw scores, usually the number of items answered correctly on a test, have little meaning to teachers because they do not account for variable test elements such as the number of items on the test, the difficulty of the test and possible penalities for guessing. Therefore, the common procedure for reporting standardized test scores for norm-referenced tests is the conversion of a raw score to percentile rank, that point in a distribution below which falls the percent of cases indicated by the percentile. Thus if a pupil's score places the pupil in the 35th percentile, that score is regarded as surpassing that of 35 percent of the pupils who took the test, and that 65 percent of the performances equalled or exceeded this score.

Grade Equivalents

Another way of scaling standardized test results for the test user is the conversion of raw scores to grade-equivalent (GE) or grade-level scores. In determining grade-equivalents, the average score made by all fifth graders in the norm sample is called 5; that made by all sixth graders is called 6. The distance between points 5.0 and 6.0 is divided into tenths and designated by numbers from 5.1 to 5.9. In order to obtain a grade level designation of 5.0, 50 percent of the students taking the test had to score lower and 50 percent equal to or higher than the score represented by 5.0. Consequently, a school or class with a normal distribution of abilities would have approximately 50 percent of the students performing below (and also above) grade level.

Please note that the designations 5 and 6 reflect the actual performance of those who took the test and are not a preconceived absolute standard which students at those levels should obtain. Also be aware that the decimal divisions between 5.1 to 5.9 just happen to coincide with the number of months in the school year, and a score of 5.3 is commonly interpreted as "fifth grade, third month"; but in reality the decimal designations indicate a pupil's achievement on the test in comparison to others who took it and not months of learning. A student who, when given a test in the ninth month of grade 5 (5.9), achieved a grade-equivalent score of 5.5 might "catch up" by simply getting a few more answers correct on the test. Consequently, this score (5.5) does not necessarily mean that the student needs four more months of instruction to perform on grade level (5.9).

Furthermore, test publishers assign grade levels above and below the grades for which the test was designed in order to report extremely low and high scores. Thus a seventh grade student given a test in the third month might score a grade equivalent

of 8.2. However, this score does not mean that the student is actually performing at an eighth grade, second month level, but rather indicates the relative relationship of the pupil to all other pupils who took the grade seven test form. Indeed, the pupil did not take the eighth grade test and probably would not receive an 8.2 score if he did.

Although grade equivalent scores are useful, the teacher must not lose sight of the proper interpretation.

Standard Age Score (SAS)

Standard age score (SAS) is a score that reflects the scholastic potential of a given student population and is based on results derived from the nonverbal section of the Cognitive Abilities Test (CATNV). This ability score, comparable in many ways to I.Q., is based on a national SAS of 100 and provides the means for comparing the achievement of groups of students. Consequently, a school with a seventh grade SAS of 105.7 has a population with above average ability. Therefore, if on another standardized test such as the Iowa Test of Basic Skills (ITBS), this school scores a grade equivalent of 7.83 in Reading Comprehension, the school can see that its ability and performance are commensurate. Similarly, a school with a lower SAS should expect proportionately lower performance scores. The time for concern is when the ability level of a school as reflected in its SAS is significantly higher than performance scores.

More detailed information designating and explaining the individual school's actual ability level may be found in the Maryland Accountability Program Report published each year by the Maryland State Department of Education and sent to every principal.

Item Analysis

Item analysis of standardized test results is a useful way to gain information valuable for evaluation of certain aspects of English programs. Item analysis is the process of evaluating test items in relation to their difficulty and discriminating power. Printouts containing item by item information are available for each local school for the Iowa Basic Skills and soon may be available for the Maryland Basic Skills Reading Mastery Test (MBSRMT).

Utilizing the various printouts for the ITBS and the MBSRMT, the teacher can compile a profile for a visual record of deficient and proficient skill areas: first, to determine individual and class needs; second, to establish objectives in terms of priorities; and third, to group students for concentration on a specific skill. Items should rarely be considered in isolation but rather in skill clusters so that the teacher teaches the skill which the items are testing and not an individual item. Thus students who experience the same difficulty with an area such as Understanding Forms on the MBSRMT can be isolated and given remedial work with activities which develop that skill area while other students within the class are working in groups on those areas with which they experienced difficulties. The profiles can also be used to determine students who do not need skills reinforcement so that they can move on to other projects.

Item analyses also have great longitudinal value for departmental and whole school systems. By comparing the results of item analyses from one year to those of others, departments (or school systems) can trace patterns of performance development.

USING STANDARDIZED TESTS FOR IMPROVING ENGLISH INSTRUCTION

Using Test Results to Diagnose English Instructional Programs

When item analysis and careful interpretation and review of the scores of a standardized test signal areas of concern, the English classroom teacher or department must determine the significance of the results for particular instructional programs. The degree to which the results of any particular standardized test instrument can aid in evaluating or diagnosing the content and/or techniques of an instructional program is, of course, proportionate to the extent to which the specific test measures the objectives of instruction (validity).

It is suggested that those skill clusters whose scores exhibit the greatest divergence from the norms be signalled for attention first. Such clusters should be examined in order to determine whether they constitute objectives of the local program. The closer the behavior assessed by the test instrument corresponds to the behavior called for in the English instructional program, the more the results will indicate areas of true concern. If the test is deemed a valid instrument for gauging those skill areas flagged, then, consideration must be given to what is presently being done in the program to develop proficiency in the skills represented. Next, decisions must be made as to the relative importance of each skill area in which each class was deficient in relation not only to all the skills tested but also to the complete Baltimore County English program as outlined in A Sequence of Composing, Interpreting and Language Activities and the appropriate grade level curriculum guides. Finally, the teacher should review the curriculum for any necessary modifications to suit the needs of each class. For example, if the majority of the class experienced difficulty interpreting a weather map on the Maryland Basic Skills Reading Mastery Test (MBSRMT) and also experienced difficulty with the section on commas in the Iowa Test of Basic Skills (ITBS), the punctuation problem would be more applicable to the English curriculum. If the majority of the class also experienced difficulty in reading for details, especially in distinguishing between stated and implied facts, this reading skill should also be reinforced. The teacher should expand activities from A Sequence of Composing, Interpreting and Language that can be used to emphasize the focus on deficient skill areas.

If a deficient skill is really a vital one, the teacher may have to de-emphasize other skill areas in order to concentrate sufficiently on improving proficiency in the one area. On the other hand, the teacher may decide to de-emphasize instruction in a skill programmed for the present grade level because item analysis suggests that students have already mastered this skill. It is most important, then, to consider objectives in relation to the entire curriculum goals. Since some skills are prerequisites to others, there must be a heirarchy of skill development. Consequently, the teacher may need to examine objectives and activities of an earlier grade level to reteach, not just to reinforce, basic skills. In such cases, the teacher should consult the lists of general skills and abilities for composing, interpreting, and/or language in the second section of A Sequence of Composing, Interpreting and Language Activities.

To improve students' proficiency on a permanent basis, the teacher should review and perhaps modify class objectives not only in terms of the curriculum but also in regard to teaching techniques. Generally, the teacher should do the following:

- Reinforce regularly each skill in as varied a manner and as often as possible.

- Plan lessons which incorporate multiple purposes where possible. For example, although the main objective may be to read for main ideas, reading for details may be included as a contrasting skill; skimming in contrast to thorough reading may also become a part of the lesson.

- Insure that students not only focus on particular skills during certain lessons but that they differentiate and apply these skills, such as reading, when the lessons may concentrate on other areas of communicating, such as writing.

- Adjust classroom procedures to include a variety of methods to provide practice in all the communication skill areas. For instance, quiz directions could be dictated to students orally, or could be written out for students to read.

- Sequence skills, and all the phases of each skill, so that students can master them more readily.

- Provide opportunities for both pupil self and group appraisal of performance.

- Encourage the entire teaching staff to foster correct application of skills in natural settings. It is easier for pupils to find main ideas and supporting details in the expository writing of science and social studies than in literature.

More specifically, individual skill deficiences should receive concentrated instruction that involves continuous practical application of that skill. For instance, if pupils are deficient in understanding vocabulary, the teacher should:

- Encourage pupils to ask about new, confusing or unusual words as they encounter them.
- Place such words on the board or in word lists for pupils and encourage their frequent use.
- Encourage reading of periodicals and books.
- Have frequent oral drills covering new words, using them in sentences, and discussing their meanings.
- Ask pupils to make lists of new words or phrases they have encountered in a unit of study.
- Teach words in context rather than in isolation.
- Keep the emphasis on word meaning rather than on recognition or mechanical pronunciation.
- Make provisions for study of roots, prefixes and suffixes, synonyms and antonyms.
- Discourage pupils from passing over unknown words without looking them up.
- Give pupils considerable practice in deriving meaning from context.

Additional specific suggestions for teaching techniques that can be used to improve the language skill areas that can be assessed by standardized tests are available in Part III of A Sequence of Composing, Interpreting and Language Activities as follows:

- Reading (pp. 207-226); finding main ideas, locating details, following a sequence, skimming, evaluating and summarizing and making inferences (pp. 211-213)
- Spelling (pp. 246-248)
- Capitalization and punctuation (pp. 248-250)
- Usage (pp. 241-244)

Of supreme importance to the teacher attempting to improve pupil performance in a skill area is the knowledge that the instructional program must provide the child with both encouragement and an opportunity to use the deficient skill. There is little point, for example, in teaching a pupil how to use the dictionary if the pupil does not recognize how helpful the dictionary could be in school work and is not prompted to make such use of it. Furthermore, at all times the teacher must insure a classroom climate promoting student interest and desire to improve so that students feel comfortable and secure and, therefore, are willing to contribute to such reinforcement exercises as proofreading written work and correcting substandard oral usage.

Using Standardized Tests to Diagnose Individual Student Needs

In addition to identifying and evaluating areas of concern in an instructional program, standardized test results also may be used by the English teacher to diagnose specific difficulties of individual students. By identifying a student's specific skill problem area, the teacher can establish individual goals and specific exercises through such methods as learning activity packages, learning stations and one-to-one instruction on both pupil-pupil and pupil-teacher bases.

Although a student's test scores on a specific-standardized test may be enlightening, the best procedure for identifying a student's skill problem areas is to compare the cumulative results of all the standardized tests administered to the student. This process is made relatively easy for the teacher because in each child's guidance folder is a cumulative Test Record Card on which is recorded all the standardized test scores administered to the child since entering Baltimore County Public Schools. The teacher is cautioned, however, not to review the cumulative Test Record Card until a couple of months after school begins in order to avoid any possible prejudicial influence the record might have on the teacher's own objective and subjective assessment of the student's needs and abilities. A review of the cumulative record of standardized tests is most effective when it serves to reinforce, pinpoint or reveal discrepancies between teacher assessment and standardized test scores so that further individualized evaluation and instruction can be designed for the student.

The child's test record card has two sides (illustrations 1 and 2, next page), one side for achievement tests (reading readiness, Iowa Tests of Basic Skills and the Maryland Basic Skills Reading Mastery Test) and the other side for aptitude (verbal and non-verbal orientation) and ability (comparable areas of mental development) and additional test results.

ACHIEVEMENT TESTS

Doe, John A.
Last Name First Middle

VOCABULARY

Gr.	Date	Name of Test	Form	GE	%-ILE
		3 IOWA VOCAB		GE	%-ILE
	3/69	F-1		53	91
		5 IOWA VOCAB		GE	%-ILE
	3/71	F-1		65	73
		7 IOWA VOCAB		GE	%-ILE
	3/73	F-1		90	77

READING

Gr.	Date	Name of Test	Form	GE	%-ILE
1	11/66	[illegible] Read.		1.5	
		3 IOWA READ		GE	%-ILE
	3/69	F-1		54	84
		5 IOWA READ		GE	%-ILE
	3/71	F-1		74	89
		7 IOWA READ		GE	%-ILE
	3/73	F-1		95	87

LANGUAGE SKILLS

Gr.	Date	Name of Test	Form	GE	%-ILE
		3 IOWA LANG		GE	%-ILE
	3/69	F-1		57	83
		5 IOWA LANG		GE	%-ILE
	3/71	F-1		80	94

WORK-STUDY SKILLS

Gr.	Date	Name of Test	Form	GE	%-ILE
		3 IOWA WK ST		GE	%-ILE
	3/69	F-1		47	69
		5 IOWA WK ST		GE	%-ILE
	3/71	F-1		74	89
		7 IOWA WK ST		GE	%-ILE
	3/73	F-1		104	96

MATHEMATICS

Gr.	Date	Name of Test	Form	GE	%-ILE
		3 IOWA ARITH		GE	%-ILE
	3/69	F-1		58	96
		5 IOWA ARITH		GE	%-ILE
	3/71	F-1		75	89
		7 IOWA MATH		GE	%-ILE
	3/73	F-1		106	99

SCIENCE

Gr.	Date	Name of Test	Form	B.C. %-ile	1	2	3

FOREIGN LANGUAGE

Gr.	Date	Name of Test	Form	GE	%-ILE
		7 IOWA LANG		GE	%-ILE
	3/73	F-1		94	74

SOCIAL STUDIES

Gr.	Date	Name of Test	Form	B.C. %-ile	1	2

BUSINESS EDUCATION

Gr.	Date	Name of Test	Form	B.C. %-ile	1	2	3

OTHER TESTS

Gr.	Date	Name of Test	Form	B.C. %-ile	1	2	3

SCH NO SECT
ITBS F-5 LEVEL-14 03/75 GE %ILE
VOCABULARY 11.2 85
READING 10.7 75

	LEVEL-14 GE	%ILE		GE	%ILE
SPELL	9.5	52	USAGE	10.7	67
CAP	10.4	62	TOTAL -		
PUNCT	10.5	66	LANGUAGE	10.3	67

	LEVEL-14 GE	%ILE
MATH CONCEPTS	12.0	88
MATH PROBLEMS	12.2	94
TOTAL-MATH	12.1	95

11 MBSRMT 10/76

Loc. Ref.	Und. Forms	Gain. Info.	Fol. Dir.
29 96.7%	16 76.2%	24 83.3%	35 100%

Total
104 89.7%

ILLUSTRATION 1

PUPIL
Doe John A.
Last Name First Middle

SEX M / F
BIRTH 6/ 12/ 60
Mo. Da. Yr.

Check, if available:
Individual Intelligence Test
Clinical Services Report

TEST RECORD

ELEMENTARY SCHOOL	Date Entered	JUNIOR HIGH SCHOOL	Date Entered	SENIOR HIGH SCHOOL	Date Entered

MENTAL ABILITY TESTS

Gr.	Date	Name of Test	Form	B.C. %-ile	IQ	1	2	3	4	5	6	7	8	9
						TIQ	TZ	LIQ	NLIQ	LMA	NLMA			
2	10/67	CTMM	P	57S		125	87	140	110	123	097			
						TIQ	TZ	LIQ	NLIQ	LMA	NLMA			
4	11/69	CTMM	P	57S		128	90	130	126	148	144			

7 SCAT 4A 11/72

	VERBAL	QUANT.	TOTAL
CONV. SC.:	292	292	290
%ILE BAND:	98-99	92-97	98-99
B.C.%ILE:	98	89	96

APTITUDE TESTS

Gr.	Date	Name of Test	Form	1	2	3	4	5	6	7	8	9	10	11

GRADE 08 DAT FORM 2A 01/74

ABSTRACT	MECH.	SPACIAL	CLERIC.
70	60	70	80

INTEREST INVENTORIES

Gr.	Date	Name of Test	Highest Interest	%-ile	Second Interest	%-ile	Third Interest	%-ile

OTHER TESTS

Gr.	Date	Name of Test	Form	1	2	3	4	5	6

ADDITIONAL INFORMATION

Gr.	Date	Notations about unusual conditions of pupil while taking test, such as illness, absence, etc.	Signature	Position
		CAT-NV LEVEL-F 03/75 USS:193 GPR: 98 SAS:136 APR: 99		

Board of Education of Baltimore County, Towson 4, Md.

ILLUSTRATION 2

Baltimore County Testing Program

Following is a listing of standardized tests, from the Baltimore County testing program, in chronological order, which may appear on students' record cards.

Kindergarten

A child who entered kindergarten after 1974, will have entered upon his or her card a teacher-evaluation for early identification. At the end of kindergarten, or at the beginning of first grade, any one of four reading readiness tests may appear on the record card. All of these tests are scored through comparison to national norms resulting in percentile ranks or grade equivalents.

Those reading readiness tests administered in Baltimore County are the Metropolitan Readiness Test (the most difficult of the four), the Gates-McGinity, the Primary Mental Abilities Test, and the Lee-Clarke Reading Readiness Test. It should be noted that, at this age, dramatic differences in results can occur in a matter of weeks due to the rate of maturation of the child.

Grade 1

In the first grade, a large percentage of schools in the County administers a group abilities test, such as the Otis-Lennon Mental Abilities Test, which shows results in percentiles of national norms as well as an I.Q. In some Title I schools, the Gates Achievement Test is given in addition to the Otis-Lennon.

Grade 2

At the end of the second grade the students may be tested by the California Test of Mental Maturity (CTMM), or the Short Form Test of Academic Ability (SFTAA). The most important score of those given is the T% which is the norm-based percentile for the total I.Q. (TIQ).

Grades 3, 5, 7, 9

At the end of grades 3, 5, 7, and 9, Baltimore County students take two tests: the non-verbal section of the Cognitive Abilities Test (CAT) and the Iowa Test of Basic Skills (ITBS). The scores of the CAT are based on national norms, and teachers should understand that the grade percentile rank (GPR) is the most helpful for comparison with percentiles from other tests on the child's record card.

The ITBS scores may or may not include work-study skill testing since this portion of the test has not always been administered. Vocabulary, reading, language, and math scores will appear on the record card in both grade equivalents and percentiles. An individual test record for the ITBS appears in folders for each third and fifth grade student in recent years. A copy of this form appears later in this discussion.

Grades 7, 11

In the fall of 1975, Maryland began administration of its own Basic Skills Reading Mastery Test to seventh and eleventh grade students. This is a criterion-referenced assessment in accord with the legislative intent of the Maryland Educational Accountability Act that national standardized testing not be the exclusive method of assessing

student performance. The test measures locating references, gaining information, understanding forms, and following directions.

Additionally, on the seventh grade level (previously on the tenth grade level also) most record cards will have a Cooperative School and College Ability Test (SCAT) result. These scores are presented in percentile bands (where a score is reported not as a percise percentile, but rather as a range between two percentiles within which a score most likely falls) using national norms and percentile ranks using Baltimore County norms.

Grade 8

Four sections of the Differential Aptitude Test (DAT) are administered to eighth grade students to measure the capacity to learn in specific areas: abstract reasoning, clerical speed and accuracy, mechanical reasoning, and space relationships. Scores are reported in percentiles using national norms.

Future Testing

Currently, the State Board of Education is considering some changes and additions to testing programs. In one, students will be tested in the fall of their seventh and eleventh grade levels with the Maryland Basic Skills Reading Mastery Test and in certain secondary grades with math and writing tests; in the spring of their third and seventh grades only, they will take the Iowa Tests of Basic Skills and the Cognitive Abilities Test (Non-Verbal). Baltimore County plans to continue testing also in grade 5 with the ITBS and CAT.

The State legislature has mandated a series of reading proficiency measures, beginning at the second grade level, with administration at each subsequent level through grade 12.

In developmental stages there are other basic skills tests in areas of math, social studies, science, and writing. Dates for completion, adoption, and administration of these tests are not certain. Consideration is also being given to development of attitude scales, and there is an implication of some process evaluation afoot.

Optional Other Tests

In senior high school, there are other standardized tests college-bound students may elect to take such as the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), the College Entrance Examination Boards Achievement Tests (CEEB), the Advanced Placement Tests and the American College Testing Program (ACT). These test scores are never entered upon the students' record cards; they are mentioned here because they are considered by many colleges as a reliable measurement for predicting success in higher education.

The verbal aptitude section of the SAT tests 1) reading comprehension through sentence completion questions and questions based upon reading passages, and 2) vocabulary through antonym and analogy questions. At the present time, the Test of Standard Written English is being offered on an experimental basis to see if it is an aid to colleges. The purpose of this test is to evaluate ability to use standard written English and to help place a student in an appropriate English course after college admission. In its simplest level the test deals with such matters as subject-

verb agreement. At more sophisicated levels, it asks questions about such things as logic of comparison, and appropriate coordination or subordination of ideas.

What Do Standardized Test Scores Reveal About John Doe?

The scores which appear on a child's test record, or which appear on the print-out for a grade level or a school, may appear to be a gob of alphabet soup, but the interpretation of the results is simplified by a series of questions the teacher must ask when viewing the test record card of a hypothetical John Doe.

John's Aptitude Tests

Since aptitude tests attempt to measure the ability a child has to meet the expectations of instructors and to predict the degree of success expected in various areas of the curriculum, these two points must be viewed together. These predictions are neither absolute nor totally reliable: the child may never meet his potential or may exceed the proficiencies felt to be reasonable. These questions need to be answered.

1. What level of aptitudes has John shown in his testing career? (4 tests)
2. What orientation (non-language, mechanical, etc.) have his aptitudes shown?
3. Have his aptitude scores been consistent?

- California Tests of Mental Maturity (CTMM)

The CMTT-tests are aptitude tests which attempt to gauge a child's potential for success in school. They were given to children on the second and fourth grade levels until 1971-72. They are grouped together on John Doe's test record (see below) and are comparable because they are sequential.

					TIQ	T%	LIQ	NLIQ	LMA	NLMA
2	10/67	CTMM	P	57S	125	87	140	110	123	097
					TIQ	T%	LIQ	NLIQ	LMA	NLMA
4	11/69	CTMM	P	57S	128	90	130	126	148	144

Each CTMM test yields six scores which indicate John's rank in relation to other children of the same age and educational level. The tests show that John has a total I.Q. (TIQ) range of 125 (grade 2)-128 (grade 4), which ranks him in the 87 (grade 2)-90th (grade 4) percentile for his total I.Q. (T%). The remaining scores differentiate between John's language and non-language abilities. In the second grade, for example, John showed a language I.Q. (LIQ) of 140 as opposed to a non-language I.Q. (NLIQ) of 110; in the fourth grade his LIQ was 130, whereas his NLIQ was 126. Translated into his mental age (expressed in total months), John's LMA was 123 (grade 2)-148 (grade 4) and his NLMA was 097-(grade 2)-144 (grade 4).

From the above observations, the teacher's questions regarding John's aptitude have the following answers:

1. John showed high potential (ability) in relation to his peers (T%).
2. In the second grade, John had a slightly greater language than non-language orientation.
3. Although there was a marked difference in John's aptitudes in the language and non-language areas in the second grade, it appears that

his development over this two-year period has brought the two areas of potential much closer together.

- Cooperative School and College Ability Test (SCAT)

Many high school students in Baltimore County have also taken the SCAT in the seventh grade.

The SCAT results are expressed in terms of verbal and quantitative (mathematical) skills, as well as a total (average of the two). These scores in general should reinforce the trend already observed on the CTMMs. John's SCAT scores are as follows:

7 SCAT 4A	VERBAL	QUANT.	11/72 TOTAL
CONV. SC.:	292	292	290
%ILE BAND:	98-99	92-97	98-99
B.C.%ILE:	98	89	96

As was seen in the CTMM scores, the SCAT test results rank John in relation to his peers on a national basis. The only difference here is that the SCAT ranking is given not as a single percentile, but as a percentile band (%ILE BAND); this is intended to take into account the measurement error involved by reporting the score and range within which John's true score would likely fall. Once again John shows relatively high ability by ranking in the 98-99th percentile band in verbal skills, the 92-97th percentile band in his quantitative skills, and the 98-99th percentile band for the total test.

The teacher should note that the line above the percentile band scores is merely a line of "converted scores" (CONV. SC.) that is derived from the number of John's correct responses on separate sections of the test; these are the numbers that the test scorers have used to determine the percentile band figures, and in themselves have little meaning for the teacher.

What is important about the SCAT test results is that for the first time on John's Test Record Card, the teacher can see how John ranks in relation to his peers in Baltimore County. In this case, John's county ranking (B.C.%ILE) places him at the 98th percentile in verbal skills, the 89th percentile in quantitative skills, and the 96th percentile for the total test. In short, the teacher has a comparison of John with other children in Baltimore County (who have taken the same test and have been used to establish local norms) and may judge John's abilities in relation to those of a group which has had the somewhat similar environmental influences and educational advantages.

To return to the questions regarding John's aptitude, the teacher therefore discovers the following:

1. Although John's math ability, by Baltimore County standards, does not rank as high as by national standards, his verbal ability is as good by either norm and is at the highest levels.
2. John's higher skill orientation is primarily verbal.
3. John's ability has been consistently high, and he has possibly shown some mental growth since last tested for ability in the fourth grade.

- Differential Aptitude Test (DAT)

The Differential Aptitude Test measures four skill areas: Abstract Reasoning, Mechanical Reasoning, Spatial Relations, and Clerical Speed and Accuracy. Because this test is unique in that its assumed definition of "aptitude" includes the element of the student's motivation, its results can only be roughly compared with those of other ability tests.

What level of aptitude does John show? His scores were reported as follows:

GRADE 08 DAT FORM 2A 01/74

ABSTRACT	MECH.	SPACIAL	CLERIC.
70	60	70	80

In general, his vocational aptitude is approximately the 70th percentile, easily above average.

What orientation do his aptitudes show? John's highest performance is in the clerical skills; he is fairly good at abstractions and spatial relationships, and his comparative weakness is in mechanical reasoning.

How consistent are these scores with his earlier aptitude results? It appears that John's scores are lower than on previous tests, for on none of the subtests has he scored above the 90th percentile, as has been his history. Of course, this could be a function of the different groups on which each of the different tests were normed rather than an indication of change in John's ability. However, it is important to observe that the same orientation toward verbal as opposed to non-verbal aptitude is evidenced; that is to say, John's highest level of performance understandably occurred on the clerical skills test--the most highly verbal section of the total test.

- Cognitive Abilities Test, Non-Verbal (CAT-NV)

The final aptitude test presently appearing on the Test Record Card is the Cognitive Abilities Test, Non-Verbal form. John's scores are as follows:

CAT-NV LEVEL-F 03/75 USS:193 GPR: 98 SAS:136 APR: 99

Of the four scores reported, the only two that are of value to the teacher are the Grade Percentile Rank (GPR) and the Age Percentile Rank (APR). While the latter ranks John in relation to his peer age-group (and John is clearly at the top, 99th percentile, of this group), the GPR ranks John in relation to others in his grade (John, here, is also at the top, 98th percentile, of others in his grade.)

Some possible answers to the teacher's questions are as follows:

1. John again ranks at the top of his grade-level peer group (98th percentile).
2. It is not possible to differentiate among John's aptitudes through this test.
3. It appears from the results of this non-verbal test that John's high ability is not limited to verbal areas alone.

The teacher should be cautioned not to expect identical scores in order to see a consistency in test results, for it is entirely possible that different tests will have been standardized by somewhat varying norming processes. Moreover, other

factors--such as the time of year when a John Doe takes a test versus the time of year when a norming group took the test--may likewise give rise to moderate discrepancies. This is not to deny, however, that certain broad conclusions cannot be derived by an informed look at a student's Test Record Card. For example, to sum up the record of this John Doe, it is valid for the teacher to conclude the following:

1. John is a student of distinctly high ability.
2. Although John appeared to be more verbally than non-verbally oriented in the primary grades, by the time he moved from junior into senior high school, he had narrowed the apparent gap between these two basic ability areas.
3. John is a remarkably consistent student; on any given aptitude test, he may reasonably be expected to rank at or near the top of his peer group.

John's Reading Readiness Evaluation

As previously noted, the results of any one of four reading readiness tests administered either at the end of kindergarten or at the beginning of first grade may appear on the Test Record Card. While these tests are essentially of the aptitude variety, their purpose is to provide information for the elementary reading program. The results appear on the achievement side of the record card. John's results are as follows:

1	11/66	Lee-Clark Read. Readiness	1.5

In the case of John Doe, the teacher will find that, in the first grade, John took the Lee-Clark Reading Readiness Test, and scored a grade equivalency (GE) of 1.5. According to the norms for the Lee-Clark, John appears to have been rated at grade level 1.5 or the fifth month of the first grade. However, interpretation of John's GE must be regarded with some caution. First, the teacher must note that John took the test in November, and was therefore already three months into the first grade. Second, since the Lee-Clark tends to yield the highest scores of the four reading readiness tests used in Baltimore County, its results might overestimate a child's ability. The only valid conclusion the teacher may derive is that, at the time of taking his first standardized reading test, John appeared to be at least an average student, ready for the tasks of first-grade learning.

John's Achievement Tests

The achievement tests attempt to measure the areas in which a child is proficient as a result of the formal and informal education he has received, and to pinpoint areas in which he needs additional help to achieve proficiency.

Knowing the results of John's aptitude tests, the teacher may best see the real significance of John's achievement test scores by keeping in mind the following questions:

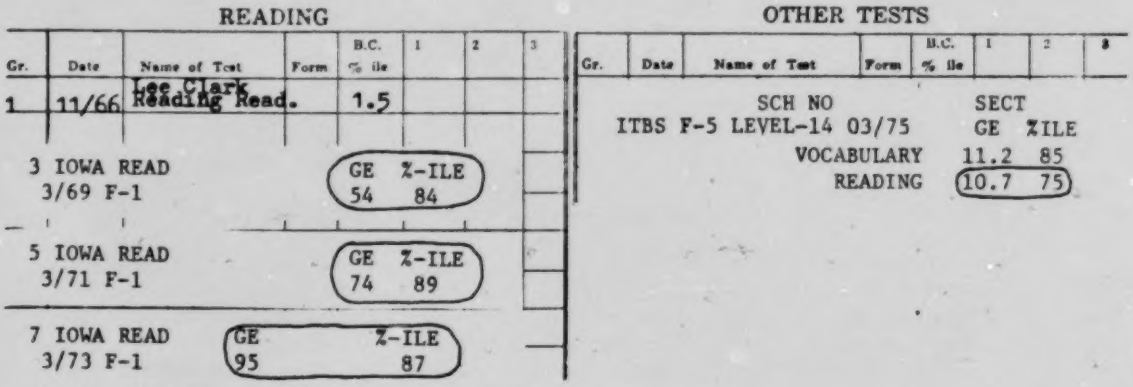
1. Have John's achievement scores been consistent with the promise suggested by his aptitude test results?
2. Within separate skill areas, has John's development been consistent over the years?

3. Has John shown weakness in any general skill areas, and, if so, do his test results pinpoint his specific difficulties?

- Iowa Tests of Basic Skills

The achievement test side of John's Test Record Card is almost entirely devoted to results of the Iowa Tests of Basic Skills (ITBS). For several years Baltimore County has administered the ITBS on the third, fifth, seventh, and ninth grade levels. The tests are currently mandated by the state as one assessment vehicle. They measure vocabulary, reading, language, mathematics, and work-study skills. On John's card, the tests are called "IOWA" for grades three, five, and seven; on the ninth-grade level (Iowa's Level 14), they are identified as "ITBS."

Among all the skill areas cited, John's reading scores (circled below) may serve as an example of how the teacher is to read this side of the Test Record Card.



READING

Gr.	Date	Name of Test	Form	B.C. % ile	1	2	3
1	11/66	Lee Clark Reading Read.		1.5			
3	3/69	IOWA READ F-1		GE 54 %-ILE 84			
5	3/71	IOWA READ F-1		GE 74 %-ILE 89			
7	3/73	IOWA READ F-1		GE 95 %-ILE 87			

OTHER TESTS

Gr.	Date	Name of Test	Form	B.C. % ile	1	2	3
		SCH NO				SECT	
		ITBS F-5 LEVEL-14 03/75				GE %ILE	
		VOCABULARY				11.2 85	
		READING				10.7 75	

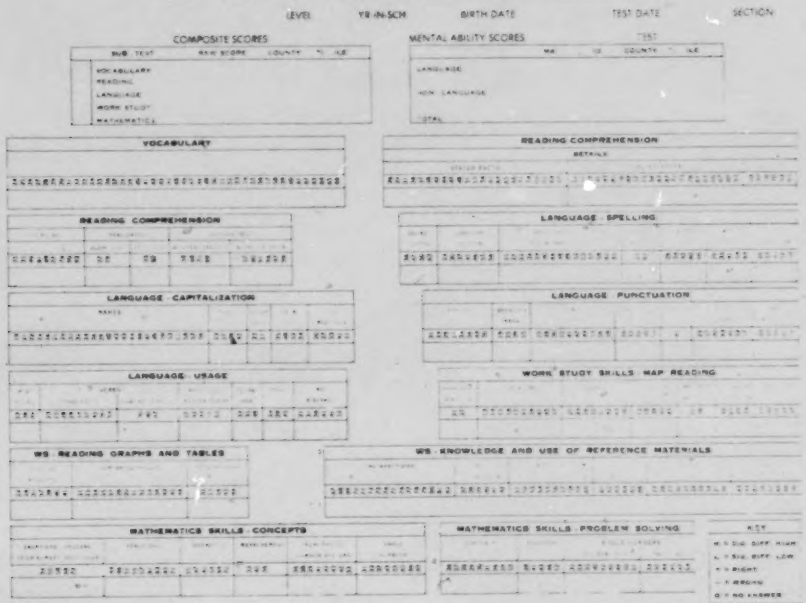
In interpreting John's achievement in reading, the teacher has two sets of scores to compare: grade equivalent (GE) and percentile (%ILE). Looking at a combination of the two sets of scores, the teacher is able to answer the previously stated basic questions regarding John's achievement.

1. John's aptitude test scores consistently placed him at the top of his peer group, and his ITBS grade equivalent in reading indicates an achievement well above the average for his grade levels; however, according to his percentile rankings (84, 89, 87, 75), it appears that John has not quite reached the level of performance suggested by his ability.
2. The margin of fluctuation between John's third, fifth, and seventh grade reading scores (by percentile ranking) was so slight as to be negligible; he had been relatively consistent in his reading development up to that point. On the other hand, his ninth grade percentile (75) is an apparent deviation from the earlier pattern, but is still above the average for his peer group. Furthermore, throughout his four ITBS reading tests, John has consistently been well above the average for his grade level according to GE scores.

3. As already noted, John did not appear to have any weaknesses in reading skills until the ninth grade. But John's relatively lower percentile ranking at this grade level should cause the teacher to inquire further. Whether this score is really a cause for concern or not can be determined only by the teacher's relating this one test score to other information available about John at this grade level. Consequently, the teacher should look at John's other ITBS scores from the ninth grade as well as John's classroom achievement in reading-related subjects during both eighth and ninth grades.

For the past several years, an individual test record (ITBS Form 6) has been placed in folders for each third and fifth grade student tested.

ITBS FORM 6 INDIVIDUAL TEST RECORD



This form allows the teacher to see at a glance areas of proficiency and difficulty. The form scores each individual item on all the ITBS tests as right or wrong, and identifies items to which the student has given no response. Each of the tests is broken into skill clusters. For example, reading comprehension includes details (stated facts, implied facts, context); purpose; organization (elements, sequence); and evaluation (generalizations, writer's style).

John's teacher, noting John's total language scores were also lower in ninth grade than in previous years, could locate specific areas of difficulty in the skill clusters included in the language section: capitalization (names, titles, first word, and overcapitalization); spelling (double letters, consonant patterns, vowel patterns and substitutions, vowel-consonant patterns, letter "e," and miscellaneous errors); punctuation (periods, question marks, commas, apostrophes, quotes, and over-punctuation); and usage (pronouns, verb tense, subject-verb agreement, adjective and adverb forms, and double negatives).

- Maryland Basic Skills Reading Mastery Test (MBSRMT)

In addition to the complete record of his ITBS test scores, the Test Record Card will ultimately include the results of his performance in grades 7 and 11 on the Maryland Basic Skills Reading Mastery Test. In John's case, however, since Maryland did not begin to administer the MBSRMT until the fall of 1975, his record card shows only an eleventh grade result. The test reports a line of subtest scores as well as a total test result. In each instance, the student's raw score (number of correct answers) appears, followed by its conversion into a percentage of achievement. John's results are as follows:

11 MBSRMT	10/76		
Loc. Ref.	Und. Forms	Gain. Info.	Fol. Dir.
29 96.7%	16 76.2%	24 83.3%	35 100%
			Total
			104 89.7%

When answering the previously stated questions regarding John's achievement, the teacher must remember that the MBSRMT is a criterion-referenced test that requires the student to demonstrate 80 percent proficiency on each of four skill subtests. With this in mind, the teacher may observe the following:

1. As suggested by all his aptitude tests, John's total score of 89.7 percent substantially exceeds the average performance expected of the average student in his grade peer group.
2. Although it is impossible to make direct comparison between a percentile (from the ITBS) and a percentage (from the MBSRMT), John's performance on this reading test appears to be consistent with all his ITBS reading scores in terms of being above average.
3. While John did well on the entire MBSRMT and met the criteria established for total reading proficiency, he did not "pass" the subtest for "Understanding Forms." From the teacher's point of view, follow-up diagnosis may help to determine what additional instruction and practice are needed to help John achieve the level of proficiency expected of a child of his ability.

The English Teacher's Summary Analysis of John Doe

John's achievement test scores have generally fulfilled the expectations set for him by his aptitude test results. All of his scores have been in the upper quarter of his peer group, whether measured by national, state, or Baltimore County norms. Since John has demonstrated what appears as slightly erratic progress in language skills, further teacher-made diagnostic testing will help identify John's specific skill weaknesses so that the teacher may subsequently create an individualized program to meet John's instructional needs.

Unfortunately, not all students are like John Doe--students of high ability and free of significant problems in the English language skills. The teacher should be encouraged, however, in that one of the strengths of an extensive standardized testing program is that it is particularly valuable in helping the teacher substantiate tentative conclusions (derived through teacher-made assessment devices and observations) regarding all students, especially those with below-average or erratic achievement. It should be clear that Baltimore County is committed to such a long-term testing program and that the results can yield meaningful direction to individualization of instruction.

Conclusion

Standardized tests can serve a number of useful purposes in the English program of instruction, but they must be viewed as only a small part of the total evaluation program that a teacher must implement in order to adequately measure the diverse instructional goals of English students. When teamed with teacher-made achievement tests, rating scales, check lists, and anecdotal records, standardized tests can aid the teacher in curriculum planning, individualizing instruction, identifying pupils needing special help, evaluating the long range language development of pupils and possibly appraising the effectiveness of parts of a program. Standardized tests should not, however, be used as a basis for assigning course grades or evaluating teacher effectiveness because such tests are not closely related to the objectives of courses and measure too limited a sampling of instructional objectives to be useful for these purposes. Wise use of standardized tests can result only when teachers make it their business to become intimately familiar with the procedures for administering, scoring, interpreting and using the results of standardized tests.

PART SIX: A POINT OF VIEW ABOUT GRADING

Four times each year, English teachers in Baltimore County participate in an attempt to classify the achievement of over 60,000 students by assigning letter grades on report cards. In order for the grades given to be meaningful to students and parents, there must be some consistency in the teachers' interpretation of a grading policy. The purpose of this section is to give the background of the Baltimore County grading policy and the philosophy on which it is based and to suggest procedures which may help make grades more meaningful to the students and their parents.

HISTORICAL BACKGROUND

The need for grades has developed in almost direct proportion to the growth of public education. In the elitist educational system of the early nineteenth century, grades were unnecessary. The tutors and teachers in the private schools could report a student's achievement directly and comprehensively to either parents or college admissions officers. Although examinations were common, their function was primarily diagnostic—to determine what additional instruction was needed to prepare the student to handle college work.

Government support for public education on the elementary level became a reality by the mid-1800's and attendance on that level became compulsory by the latter part of the century. Both the government support and the attendance law naturally led to an increase in the number of elementary school students, many of whom were encouraged to continue their education. As the secondary school populations grew, so did the need for some sort of ranking. Grading was then introduced as a way of indicating the teacher's estimate of the student's academic achievement and fitness for further academic pursuits. In these preparatory schools, grades were competitive: those with the highest grades—95's and 90's—were admitted to the prestige colleges; those with lower grades went to schools with less demanding standards.

When government support for education was extended to the secondary level, the number of schools mushroomed—from 500 in 1870 to 10,000 by 1910. On the secondary level, the school population became more diverse: some of the students were preparing for college; but many others were preparing for careers in which they needed some academic training beyond the elementary level, but not necessarily college training. (Prior to this time, the students would have gotten this training through apprenticeship.) Despite the fact that not all students intended to go on to college, the grades were still based on the competitive standards for college admission. The assumption was that employers would be just as interested in the ranking according to academic skills as the colleges were.

The democratization of the high school, thus begun, became a reality when compulsory attendance until age 16 was mandated by legislatures. The period of recovery following the Great Depression ended the market for young labor, who were forced into the streets or into the schools. The latter alternative was deemed preferable by society; what had been the preparatory school became the "secondary" school—a comprehensive high school for all children, regardless of their aspirations beyond the school legal leaving age. The rich program development—which included the addition of vocational and business education, home economics, art, music, drama

and physical education among others—was evidence that educators recognized the changing nature of the secondary school. Nevertheless, achievement in those schools was still measured on the basis of academic excellence.

Frustrated by their inability to meet these standards, many students dropped out of school as soon as the law permitted. Twenty years ago in Baltimore County, approximately 40% chose not to stay to earn a diploma. When employment became less readily available for those students, we recognized the need to encourage them to remain in school to develop as many skills as possible in areas of their abilities or interests. Today, by providing appropriate programs for each student and by guaranteeing some degree of success in required (academic) subjects by his putting forth reasonable effort, we have reduced the number of dropouts to 20%. The decision to maintain standards which indicate academic achievement and at the same time, to modify those standards to accommodate students with less than average ability is not difficult philosophically; pragmatically, it presents a dilemma in grading.

NORMS AND STANDARDS

Grading is the phase of evaluation which attempts to equate a designated letter symbol with a given learner's achievement of goals. This achievement may be interpreted in three different ways. Historically, it has been considered in relation to the achievement of other students; that is, not just a homogeneous group but the universal class of students on a particular grade level. Thus, a B indicates that the student, competitively, does not rank among the very best students but does rank above the average and the majority. On the other hand, the achievement might be in terms of the student's accomplishment of a set of objective curriculum goals; that is, the teacher reports the degree to which the student has mastered the behavioral objectives as stated in the curriculum guide and incorporated in the teacher's instructional program. In this case, a B indicates that the student has mastered most, but not all, of the course objectives. In both cases, an invariable or fixed standard is established and students are ranked according to the level at which they meet the standards. In the third view, achievement is considered in terms of the student's performance in relation to his ability; that is, after determining the student's ability—through school records and diagnostic tests and procedures—the teacher grades solely on the basis of growth. A B in the case of these flexible standards might mean extensive growth even though the performance is significantly below grade level.

Obviously, there are good arguments for each of these. The first, competitive grading, is the only logical way of systematically ranking large groups of students. Moreover, colleges and many employers are still insisting that we provide some means of indicating different levels of achievement (Incidentally, they are correct in considering grades important; despite the inconsistencies, high school grades have been proven to be the most reliable indicator of success among all other indicators—such as standardized test scores, socio-economic background, references, and so forth). The second, proficiency in achieving curriculum goals, is also a ranking system—in this case, with a slightly different standard. The third, grading in relation to ability, is a highly flexible system which does not rank students. It seems logical that, if English is to be adapted to the needs, interests, and abilities of all students, the student should be graded in accordance with his performance of tasks the instructor has deemed attainable by him, not by others. Most people would agree that it is illogical to set certain tasks for students and then grade them on their ability to do other tasks, tasks more suitable for brighter students, more articulate students, or students with different aspirations and needs.

Indeed, if grades did reflect this system of measuring student performance in relation to his or her ability to complete a task, it would still not be an easy kind of evaluative job for the teacher; but it would be much simpler than having to have a grade reflect the student in competition with himself and others at the same time.

Yet, because it recognizes the value of both the ranking grade and the ability grade, Baltimore County has a grading policy that does attempt to incorporate both. On the junior high school level, students receive two grades, one for their achievement in relation to fixed standards and the other in relation to ability level. Policy 5124C (Junior High—Report Card, BEBCO 520-73) describes them as follows:

1. Achievement Code

   a. The grading system for all subjects is a five-step scale .... "A", "B", "C", "D", and "E", —— "E" being the failing grade. Plus and minus shall not be used following any grades.

   b. The definitions of these symbols are as follows:

      (1) "A" indicates achievement superior in quality and quantity.

      (2) "B" indicates achievement above average.

      (3) "C" has two possible meanings:

         (a) For pupils who can meet the grade standard, "C" indicates average accomplishments.

         (b) For pupils who cannot be required to meet grade standards, "C" indicates satisfactory achievement in relation to ability. This grade cannot be used for courses requiring designated fixed standards of competencies in sequential skills in order to advance to the next level course.

      (4) "D" indicates achievement below average.

      (5) "E" indicates failure to meet minimum standards.

2. Ability Code

   a. Use of the ability code shall be considered separately from the achievement code. The two need not be parallel.

   b. Definitions of symbols are as follows:

      (1) "A" - Excellent in relation to ability.

      (2) "B" - Very good in relation to ability.

      (3) "C" - Satisfactory in relation to ability.

      (4) "D" - Poor in relation to ability.

      (5) "E" - Unsatisfactory in relation to ability.

3. Citizenship Code

a. The citizenship code evaluates the pupil in behavior, attitude, cooperation, and self-discipline.

b. Codes shall be numerical:

1 - Satisfactory.

2 - Needs improvement.

The achievement grade is arrived at by assessing the student's performance in the objectives of the program to that of other students on the grade level. The ability grade, on the other hand, is determined first by the teacher's analysis of evaluations by former teachers, standardized test scores, diagnostic test scores, achievement test scores, and conferences with the student; and secondly, by the degree of growth beyond that original assessment. This system goes far beyond most in reporting to parents the relationship of ability to achievement of standards. And if both of these grades were considered in decisions about promotion, the dilemma might be resolved. However, the achievement grade alone is used to determine promotion; consequently, there is a need to build into that grade another way of accommodating the student who performs below grade level. This is accomplished with a "dual C grade," where a student without the ability to reach fixed standards does perform satisfactorily in relation to his ability.

However, this explicit two-grade system is not used in the senior high school. Rather, the grading system is essentially based on a ranking order designed to give colleges or prospective employers some idea of the achievement of the student in relation to others. Built into this system, however, is a provision for guaranteeing promotion for those students who put forth a reasonable effort but cannot meet these competitive standards. Here the D can have one of two meanings depending on the pupil's ability. The following statement, Policy 5124D (Senior High —Report Card BEBCO 550-73) describes that system:

The grading system for all subjects is on a five-step scale.... "A", "B", "C", "D", and "E —— "E" being the failing grade. Plus and minus are not to be used following any grades.

The definitions of these symbols are as follows:

1. "A" - Achievement superior in quality and quantity.

2. "B" - Achievement above the average. This is certifying grade for college preparatory subjects.

3. "C" - Average achievement. This pupil may proceed to advanced work in the subject.

4. "D" - Lowest passing grade. It indicates achievement inferior in quantity, skill, and thoroughness. For some pupils it may indicate satisfactory achievement in relation to ability. In elective subjects "D" may indicate achievement of such quality that it seems undesirable to continue the subject another year.

5. "E" - Failure to meet minimum standards or failure to achieve minimum performance in relation to ability.

While it is true that the two-grade system is forsaken at the senior high level, in the sense that no formal "ability grades" appear on the report card, the use of the supplementary comment codes (a check mark for "satisfactory" and an N for "needs improvement") serve a function closely parallel to the ability grades in junior high.

The key to understanding the rationale behind the Baltimore County grading policy lies in the line below which a student fails. In both junior and senior high, there is an emphasis on the relationship of ability to performance. For the students who have the ability but who fail to meet the minimum performance objectives stated for all students in the curriculum guide, there is justification for a failing grade, E. To the contrary, for students of low ability who, though failing to achieve minimum curriculum standards, have succeeded in performing up to their ability level, the teacher should recognize that they have put forth reasonable effort, have been willing to try within their limitations, and deserve the minimal passing grade.

DERIVING THE GRADE

If a report card grade is to be an accurate reflection of growth and achievement, it must be the product of a continuous and comprehensive program of evaluation. The following are suggestions of ways to ensure that this evaluation and its symbol--the grade--are built into the instructional program.

Defining Goals

It is important that teachers clearly define for students all goals of instruction, whether they be for daily lessons, major compositions, or units of study. If objectives are stated in terms of expected behaviors or performances--in advance of the assignment--both teacher and student will have in mind the criteria for the basis of each graded assignment.

Evaluating Short and Long-Term Goals

Included in the grade book should be evaluations of both short and long-term goals. If evaluation is to be ongoing and thorough, it should cover the range of daily performance in class, homework assignments, and individualized activities as well as major tests and compositions. Continuous assessment of these short-term goals can take the form of quizzes, brief anecdotes, or checklists and rating scales. One advantage of such comprehensive evaluation is that it gives the students as many opportunities as possible to demonstrate their achievement. It, furthermore, suggests to students the need for them to attend class regularly and to put forth conscientious effort both in and outside the classroom.

Teachers should attempt to average into the end-of-the-quarter grade evaluations of long-term activities that could be overlooked: outside reading assignments, additional revisions of compositions not immediately graded and individualized assignments for enrichment or remediation. But while there is a value in this completeness, there is also a caution: efforts toward absolute quantification of student performance can distract both teacher and student from the goal of the assessment to the measurement as an end itself. The emphasis should be placed on achievement of goals and not accumulation of points.

It is important to maintain a balance of grades that reflects the balance of the program. If half the grade is for reading and literature and half for composition and language, the instruction and subsequently the number of graded assignments should approximate that balance. A disproportionate percentage of grades for one or

the other would indicate an imbalance in the program. Such an imbalance is less likely to occur on the senior high level because teachers must give a grade for reading and literature and a second grade for composition and grammar—a practice that communicates far more about the individual pupil's true performance than the simplified one achievement grade used in the junior high school and advocated by many senior high school teachers.

Considering Factors Other Than Achievement

Attendance, attitude, neatness or behavior should not be considered per se in computing the final grade. If a goal is set for a lesson and the goal is assessed at the end of the lesson, the absent, inattentive, or disruptive student will probably not perform well. His or her poor performance, then, and not the absence or poor attitude or misbehavior should be the basis for the evaluation. Of course, for this procedure to be effective, there must be some concrete measure of evaluation of performance.

Much of the frustration in grading occurs as a result of neglect in evaluating student performance. A conscientious teacher might plan a good four week unit with one major composition, a long-term project, and a unit test. However, if class activity is not regularly evaluated, it may be possible that the bright though inattentive or frequently absent student will score as well on these long-term projects as the equally bright student who is not only present but actively participating. Because the teacher recognizes the disparity in the contributions of these two students, he or she might be tempted to deduct points from the achievement grade to penalize the less conscientious student. While such factors as attendance, attitude, neatness, and behavior could well be evaluated and reported, they should not be included in the achievement grade. To include such factors only obscures the interpretation of the grade.

Computing the Grade

To arrive at the grade which is recorded on the report card, it is necessary to devise some means of summarizing the various kinds of information on which the mark is based. The results from major tests, quizzes, homework assignments, reports, long-term projects, compositions, and individualized activities for enrichment or remediation must all be considered in forming the composite grade. The complexity of the task can first be reduced by recording marks in one of two categories—literature (including reading and related language activities) on one side of the grade book and composition (including related language activities) on the other. This division will not only provide a graphic view of the balance in the program but also help the senior high teacher compute the two grades required for the report card.

Secondly, a sub-division of each category is necessary so that marks can be grouped. The collection of a student's marks in literature for one quarter might be grouped like the following:

Literature test	C	2.0)	2.5
Literature test	B	3.0)	
Report on long-term project	B	3.0)	2.5
Outside reading report	C	2.0)	

Quiz	B	3.0		
Quiz	B	3.0		
Quiz	B	3.0		2.5
Quiz	B	3.0		2.5
Quiz	D	1.0		2.1
Quiz	absent	—		7.1 ÷ 3 = 2.4 = C
Quiz	C	2.0		
Quiz	absent	—		
Quiz	C	2.0		
		17.0	÷ 8 = 2.1	

The teacher in this example has decided that tests should count one-third; reports and projects, one-third; and daily quizzes (some based on home-assignments), one-third. Note also that the teacher apparently has a policy of disregarding the lowest quiz grade—in this case a zero—in computing the average. Cautionary note: Teachers using decimals must round-off to the nearest whole number before converting to a letter grade to avoid unfair penalties; otherwise a student with eight A's and one B would receive a final grade of B (35 ÷ 9 = 3.88).

Arriving at Semester and Yearly Grades

If a student's performance is consistent at any given level, determining the semester or yearly grade is not difficult; however, there is no easy solution to the problem of "averaging" different letter grades. Yet, some logical procedures can lend consistency to the judgments teachers must make about each student's achievement.

1. Re-examine the marks that originally determined the letter grades. If the B and the C combination were both high, give the higher grade for the semester average.

2. Note the direction of the grade. If the student earned B's the first quarter and C's the second, a C would probably be a more accurate indication of his level of achievement at mid-year.

3. Review the composition folder to assess the growth which has occurred over the six-month period. Since written communication is probably the most difficult aspect of the secondary English program for all students, achievement in composition ought to be weighted more heavily than literature when determining a semester or yearly grade. Thus, if a student achieves B's in composition first and second quarters but only C's in literature, a semester grade of B should be given.

4. For the yearly grade, average the four or, in the case of senior high, eight grades given for the quarters and not just the two semester grades. (A collection of marks for all assignments throughout the year would, of course, give a more accurate year-end grade but this is not a realistic expectation.)

Evaluating the Grade Distribution

After all grades for any one marking period have been determined, the teacher should examine the distribution of grades for each class and for all classes together. He or she should not be concerned with establishing a normal distribution of grades within a class, although within a department there will probably be a normal curve. However, if too many students get very high or very low grades, the

goals for the class ought to be re-examined because the expectations for the group might well be too high or too low. On the other hand, it may be that for the distribution in a particular class, the skewing toward one end or the other of the grading scale simply reflects the homogeneous ability of the group.

CONCLUSION

As it has been described in this bulletin, evaluation is an on-going process of diagnosis, instruction, and measurement, a process which makes orderly learning possible. For instance, diagnostic tests and procedures identify students' strengths and weaknesses; and on the basis of the diagnosis, teachers adapt program goals and form new ones for particular classes or students. These goals, in turn, govern the activities which make up the instructional program. Measurement then follows as the means by which progress toward the goals is identified. But the process does not end with the measurement. When the results of the measurement are analyzed, teachers identify new or remaining weaknesses for which individual diagnosis must be made. Thus, the cycle begins again.

In the total context of evaluation, grading might be considered synonymous with the stage of measurement, for grades are symbols of growth and achievement. As such, they should make the same contribution as measurement does to the entire process of evaluation; that is, they should indicate achievement and give encouragement and direction to future learning. They should be not a threat, not a measure of the student's worth, but a constructive means by which the teacher, the student, and the parents follow progress throughout the year.

APPENDIX A: DIAGNOSTIC TESTS AND PROCEDURES FOR WRITING

The diagnostic procedure for written composition consists of three stages designed to take a minimum of three class periods. Stage one is a multiple-choice test modeled on the STEP writing test; stage two is a sentence-combining test of syntactic maturity; and stage three involves a diagnostic writing sample. Each stage requires at least one class period to complete. Individually, none of the tests provides a satisfactory diagnosis; collectively, however, all three tests give a fairly complete picture of a student's knowledge and ability in composition. Different materials have been developed for each stage in grades seven and eight (Level A), grades nine and ten (Level B), and grades eleven and twelve (Level C). All materials may be thermofaxed and duplicated for distribution to students.

STAGE I - THE MULTIPLE-CHOICE TEST

One purpose of the objective test is to enable teachers to introduce students to the routines to be employed when administering tests. Students should be reassured that the intent is primarily diagnostic. This can be done in part by emphasizing the test-taking procedures and routines that will be implemented each time a formal test is given.

Begin by distributing to each student an answer sheet (unless students are to provide their own), a sample paragraph, and a set of test questions. Ask each student to turn the test questions face down on the desk and then to place a heading on the separate answer sheet. Ask a volunteer to read aloud the test paragraph while everyone else reads along silently. After this, ask each student to read over the test directions and all questions. Since this is a diagnostic test rather than a mastery test, brief explanations by the teacher of unfamiliar terminology are permissible. Students may ask questions about terms which they don't understand in either the test questions or the directions. Allow twenty to twenty-five minutes for students to complete the test. Then, have them exchange answer sheets and score the tests in class. After papers have been returned to their original owners, the teacher can get an informal item-analysis by a show of hands. Discussion is likely to ensue.

Since diagnosis in any subject is more valid if preceded by some form of reteaching, the second and major purpose of this multiple choice test is to provide teachers with a means of reviewing concepts and generalizations about written composition through a follow-up discussion of test answers. As a result of this discussion-review, the short writing samples drafted during the following two days may provide a more valid picture of what students actually can do with composition rather than what they have merely forgotten to do. Consequently, this follow-up discussion is as crucial to the diagnostic procedure as the item analysis of test answers, because during this discussion students will refresh their thinking about the composition skills they have been taught previously. Furthermore, this discussion ought to reveal much about the strengths and weaknesses of students' past composition instruction and, hence, will supplement the screening provided by the actual test results. Explanatory answers have been provided for each test item to assist in conducting this follow-up discussion. Avoid deriding students for apparent gaps in their knowledge about composition. However good-natured, ridicule is certain to anger and alienate rather than enlighten.

Because it is mainly a screening device rather than a reliable diagnosis, the multiple-choice test will provide only a general profile of cognitive ability in composition. Multiple-choice items developed for use as daily drills provide an ongoing diagnosis of student needs. Or, multiple-choice drills utilized at irregular intervals can reinforce usage concepts already taught as well as diagnose the need for additional review.

STAGE II - THE SMT

The syntactic maturity test (or SMT) is a coherent paragraph of thirty-two unusually short sentences averaging three to five words in length. Students are asked to rewrite the paragraph in a better way by combining sentences, changing the order of words, and omitting words that are repeated too many times. The SMT developed for stage two is, in each case, a reduction into kernal sentences of the sample paragraph utilized in stage one. This has been intentional and will not invalidate the statistical results. Students will have been exposed in stage one to a more mature treatment of the very content they will deal with as writers in stage two, based on the assumption that this <u>may</u> enhance their performance without, at the same time, determining what that performance will be. Furthermore, it is unlikely that any student, however capable, would be able to deliberately recall syntactic forms read the previous day. To avoid invalidating the results of stage two, however, teachers should <u>not</u> inform students during stage one that they will be dealing with the same content the next day.

Distribute copies of the appropriate SMT. Read the directions and the entire paragraph aloud before entertaining questions about either. After students are clear about the task to be completed, let them have the remainder of the period to complete the test. If sufficient time remains, however, students can assist with the preliminary scoring.

Below are two sample papers by high ability students, one a fifth-grader and one a ninth-grader, with all formal mistakes retained. Since an SMT is not related in content or difficulty to a particular grade, both students worked with Level C. Each paper has been scored as an example of how to proceed, and they are followed by a step-by-step explanation of the scoring procedure.

The Fifth-Grader's Version

Aluminum is a metal. /Aluminum is also abundant./ Aluminum comes from bauxite./ Bauxite is an ore and looks like clay./ Bauxite contains aluminum along with several other substances./ Workmen extract theese other substances from the bauxite /after that the workmen grind the bauxite and put it into pressure tanks./ The substances / that are not aluminum / form a mass./ The workmen use filters to remove the mass. /After they remove the mass / a liquid remains./ The workmen put the liquid through several other processes / and the liquid comes out as a chemical./ The chemical contains alumina. / Alumina is a mixture and contains aluminum. /The workmen use electricity to separate oxygen from aluminum./ It produces a metal / that is light./ The metal has a bright luster / the luster is also silvery. / The metal comes in many forms.

total words: 128

total clauses: 22

index of syntactic maturity: 5.82

$$22 \overline{)\,128.00} = 5.818 = 5.82$$

$$\begin{array}{r} -110 \\ \hline 180 \\ -176 \\ \hline 40 \\ -22 \end{array}$$

The Ninth-Grader's Version

Aluminum is an abundent metal with many uses. / It comes from bauxite ore, an ore / that resembles clay. / Bauxite ore, in a raw form, contains aluminum as well as several other substances / which are extracted by the workman. / To remove the impurities they grind the bauxite and put it in tanks / that are under pressure. / Eventually the other substances form a mass / that is removed by filters leaving a liquid. / This liquid, / after having gone through several other processes, / finally forms a powdery, white chemical called alumina. / Alumina is a mixture containing aluminum and oxygen. / Workman separate the aluminum from the oxygen through use of electricity. / Finally a light metal is produced / that has a bright, silvery luster. / This metal is aluminum / and it comes in many forms.

total words: 121

total clauses: 17

index of syntactic maturity: 7.12

$$17 \overline{)\,121.00} = 7.117 = 7.12$$

$$\begin{array}{r} -119 \\ \hline 20 \\ -17 \\ \hline 30 \\ -17 \\ \hline 130 \\ -119 \end{array}$$

Have students use this procedure to assist you with scoring:

1. Exchange papers with a classmate.

2. Count the number of words, excluding a and I should either occur, and write the total in the top margin of the paper. (The temperature readings in the Level B SMT should each be counted as single words.)

3. Using pencil, make a slash mark (/) at the end of each sentence including the last.

4. Make a slash mark before each coordinator. (Writing the words and, but, or, and so on the chalkboard ought to minimize confusion about what a coordinator is.)

5. Make a slash mark before each subordinator and at both ends of any dependent clause occurring in mid-sentence. (This step should be expected only of capable students.)

6. Sign your name at the bottom of the paper you've been marking. (This will serve as a tracer should the teacher, for any reason, want to identify the student who marked the paper.)

After collecting the papers, final scoring need not take much time, especially if a hand calculator is used. The teacher should use this procedure to complete scoring the SMT:

1. Check to make certain slash marks have been properly placed.

2. Erase or scratch out any slash marks separating compound elements other than clauses (e.g., compound subjects or predicates).

3. Separate all dependent clauses from independent clauses with slash marks (in classes where students were not capable of doing this for you).

4. Count the total number of clauses. Be careful to count independent clauses having dependent clauses embedded within them as two clauses and not three.

5. Divide the total number of clauses into the total words. The result will be an index of the student's syntactic maturity.

6. Note: Should run-on sentences occur, the teacher must segment them into clauses by placing slash marks at each clause juncture prior to calculating total clauses. Fragments can be treated in two ways: whenever possible, a fragment should be counted as part of the sentence which it precedes or follows; or, if this isn't possible, count a fragment as a separate clause.

So What?

Another look at the samples reveals several things. In both cases, the mean clause length was determined by dividing the number of clauses into the total number of words. By consulting the chart which follows, teachers can compare the scores with norms established in 1970 by Roy O'Donnell and Kellogg W. Hunt (refer to Hunt's article in the bibliography for further information).

Mean Words Per Clause						
Grade:	4th	6th	8th	10th	12th	Skilled Adults
Low Group -	5.04	5.31	6.09	6.87	7.42	
Middle Group -	5.19	5.92	6.98	7.39	7.72	
High Group -	5.33	6.05	7.30	7.81	8.39	
All Groups -	5.19	5.76	6.79	7.35	7.85	9.95
Standard Deviation -	.88	.71	1.12	1.12	1.20	

Note: Count as a clause each subject (or coordinated subjects) having a predicate (or coordinated predicates) with a tense marker. The "high" group is the top third of students in a normal distribution by scores on standardized tests of academic achievement or mental maturity. The "low" group is the low third.

Contrasts between scores from grade level to grade level are far more significant statistically than might appear to be the case. For example, in the high group, the contrast between the sixth graders' mean score of 6.05 and the eighth graders' mean score of 7.30 is slightly more than one point and, consequently, seems not important. But since decimals rather than whole numbers are involved, the difference is actually 125 points (7.30 - 6.05 = 1.25) and statistically quite significant. In fact, mean clause length is accepted as a valid before-and-after measure in curriculum evaluation, and teachers are encouraged to re-administer the SMT at the end of the school year and compare results with the fall scores.

Then What?

In addition to average clause length, other contrasts between the ninth-grader's version and the fifth-grader's version are easy to note because of the identical content. The fifth-grader's sample includes two fused sentences and one misspelled word, theese. The fifth-grader furthermore reveals an inability to convert a noun, pressure, into an adjectival form, pressurized. On the other hand, the ninth-grader has twice neglected to add the plural marker to workman and has misspelled abundent. The SMT, then, can also be used to identify writing skills which need to be introduced or reviewed.

Indeed, teachers may even get a more accurate indication of students' ability to generate well-formed, English sentences if all students work with controlled content rather than generate their own content. If students are asked to combine

sentences that are already grammatically correct and produce fragments, run-ons, and agreement errors, this could more reliably indicate that these problems actually exist than if the teacher determines this need based solely on the examination of a composition that is entirely student-generated. In fact, the identical content of all papers makes it quite easy for a teacher to contrast writing ability from child to child within the same class or grade. Because all students are writing the same content, errors tend to stand in relief as papers are compared.

A Final Word About Scoring

Instead of determining mean clause length, the teacher may choose to compute the average T-unit length or terminable unit, which is one main clause and any subordinate clause or non-clausal structure that is attached to it. The method for scoring remains basically the same, although dependent clauses are discounted as separate entities. The results are equally valid, however, and considered far more reliable than in computing mean clause length. Averaging the total words per T-unit in a writing sample provides an indication of the developmental trend.

Scores should not be shared with students if the test is to be re-administered in the spring. Even then, time should be spent discussing why long sentences do not automatically make writing any more excellent or effective than big words do. This is the only false conclusion about writing that students are likely to make as a result of this test and, consequently, the only dangerous aspect. Let them know that their score is not an indication of the worth of their writing but merely a statistical expression of the maturity of their sentence structure.

STAGE III - THE WRITING SAMPLE

The final activity is designed to enable students to comfortably produce a writing sample on their own. Since this kind of activity has been a traditional way of diagnosing writing ability, many teachers may already have an activity they prefer to the ones described here. When this is the case, the suggested activity need not be used although the general procedure of allowing at least one period for a prewriting activity and then systematically analyzing the writing samples produced ought to be followed by all teachers. A word of caution: many teachers make the mistake of assigning the most difficult expository composition when, in reality, a simpler narrative will provide a much more valid picture of what a student can and can not do when asked to write on his own. For this reason, the diagnostic composition activities developed for Levels A, B, and C call for either narratives or expressions of opinion.

Writing Sample - Level A

Either read aloud or make a tape of the unfinished story. Students can follow along silently from copies duplicated from the printed original in this appendix (see Level A - Diagnostic Composition). Next, have them complete the questionnaire designed to accompany this unfinished story. After discussing their responses to each item on the questionnaire, make the following assignment:

> Directions: Finish telling the story by showing what Larry decided to do and what was said and done as a result of his decision. Include any of the ideas we have just talked about. You may choose to let Larry do what you would do or, if you think it would be more interesting, you may make up an unusual ending of your own. Be sure to make up a title for your story, too.

Writing Sample - Level B

Before having students listen to and/or read the unfinished story, "Let Me Alone," develop a class discussion around the following key question: Have you ever tried to make anybody do something he or she didn't want to do? Some possible follow-up questions for developing the topic from this starting point include the following:

1. What were the circumstances?
2. Were you successful or unsuccessful? Why?
3. What were some consequences?
4. Were there consequences you didn't anticipate?
5. If so, what were they?

Follow this with a reading of the unfinished story and have students complete the questionnaire. Prior to discussing items on the questionnaire, encourage students to add to what they have already written down any new ideas generated during the course of the discussion. Then, make the following assignment:

Directions: State your opinion about forcing someone to do something against his will. Are there ever justifiable reasons? If so, what are they? Describe some situations in which a person ought to be forced into doing something he doesn't want to do. Or, should an individual never be denied freedom of choice? In either case, be sure to explain why you feel the way you do by using any ideas discussed this period (i.e., material on your questionnaire) or observations from your reading and personal experience. Try to be as convincing as possible in explaining your position.

For less able classes, an alternate assignment might develop this story by showing what Jack decided to do and what the consequences of his decision were. The students could choose to finish the story as a dialog or could resort to narrative summary and simply tell what happened rather than dramatize it.

Writing Sample - Level C

Distribute the personal opinion questionnaire, "What Makes Success," and have students read the entire questionnaire and ask questions about any items needing clarification (e.g., What kinds of competition might be referred to in item #20?). Once they are clear about the directions, have them complete the questionnaire.

Next, have them analyze their responses by identifying, either as a class or in small groups, some categories for classifying the statements. One possibility for forming categories might be as follows: material things, personal feelings, special achievements, and interpersonal relationships. Another basis for grouping the items would involve the rank assigned (i.e., all the ones, all the twos, etc.). As a result of classifying the items, they ought to be able to generalize about what their responses indicate about themselves. Ask each student to complete a statement similar to the following: "I tend to be an (a) _____ person." Before completing the statement let volunteers suggest words, which could be used in the blank, such as idealistic, materialistic, ambitious, indifferent, active, etc.

Assign students to write a paper in which they explain how they will know when they are successful as adults. They may use the statement they completed about

themselves to get started and they ought to include references to any items on the questionnaire they feel are pertinent to their explanation. Students who find it impossible to generalize about themselves may be encouraged to take that very tack in developing their papers; that is, the complex and various ways in which they see success. Encourage them to develop their content with material discussed during class as well as direct observation from personal experience.

Diagnosing Student Writing

The simplest technique for evaluating a diagnostic writing sample is to list major weaknesses of an entire class as a set of papers is read. A check mark next to each listed deficiency appearing on additional papers will result in a cumulative tally of major weaknesses. This tally can be compared with the list of basic performance goals for each level (See the charts accompanying each level test and/or the performance goals in Scope and Sequence.), and a decision can then be made as to the most effective means for eliminating each problem. A slightly more formal system for diagnosing an initial writing sample involves the use of a checklist prepared prior to reading the set of papers. The teacher, in this case, lists the skills students are expected to exhibit in their writing and then charts the presence or absence of each skill in each child's paper by using a ✓ and an X, or a + and a -. Whichever approach is used, a class profile ought to be obtained in as systematic a way as possible.

(1) Chewing gum, a popular, tension-reducing confection, is made from latex obtained by workmen from trees. (2) They slit the bark and the milky white latex oozes out and is collected in cups to be boiled down later and molded into blocks. (3) The early Greeks chewed resins obtained from the mastic tree. (4) At the factory, machines grind the blocks and the latex is purified, dryed, and filtered. (5) Corn syrup, powdered sugar, and flavoring being added. (6) Rolling machines flatten the mixture and form it into the familiar, oblong sticks. (7) Other machines form gum pellets which are then candy coated with spearmint, peppermint, wintergreen, or spice flavoring.

COMPOSITION DIAGNOSTIC TEST - A

Directions: Write the letter of the best answer to each question in the appropriate space on your answer sheet. Make no marks on this paper.

1. Which would be the best title for the paragraph?
   a. A History of Chewing Gum
   b. Why is Gum So Much Fun?
   c. How Chewing Gum is Made
   d. Chewing Gum is Hazardous to Your Health!

2. Which describes the writer's purpose?
   e. to explain a process
   f. to prove a point
   g. to express an opinion
   h. to describe a scene

3. Which sentence is not related to this purpose?
   a. Sentence 2
   b. Sentence 3
   c. Sentence 4
   d. Sentence 5

4. Which would be the best transition to Sentence 6?
   e. On the other hand,
   f. Therefore,
   g. Finally,
   h. For example,

5. Which of the following is a sentence fragment?
   a. Sentence 1
   b. Sentence 3
   c. Sentence 5
   d. Sentence 7

6. Where could a comma be placed in Sentence 2?
   e. after bark
   f. after out
   g. after later
   h. after all of the above

7. Which of the following accurately describes Sentence 2?
   a. It is not run-on.
   b. It is run-on because there are too many words.
   c. It is run-on because there are too many ideas.
   d. It is run-on because there are too many ands.

8. Which sentence contains a dependent clause?
   e. Sentence 1
   f. Sentence 5
   g. Sentence 6
   h. Sentence 7

9. Which does not contain words in a series?
   a. Sentence 3
   b. Sentence 4
   c. Sentence 5
   d. Sentence 7

10. Which verb from Sentence 2 is most vivid and concrete?
    e. oozes
    f. collected
    g. boiled
    h. molded

11. Which sentence begins with a pronoun?
    a. Sentence 1
    b. Sentence 2
    c. Sentence 3
    d. Sentence 4

12. Which part of Sentence 4 has a misspelled word?
    e. At the factory, machines grind
    f. the blocks and the latex is
    g. purified, dryed, and filtered.
    h. There are no misspelled words in Sentence 4.

EXPLANATORY ANSWERS
COMPOSITION DIAGNOSTIC TEST - A

1. (c) The paragraph explains the general procedure for making chewing gum. This item has been included for two reasons: an initial test question ought to be easy enough for most students to get correct; also, choosing a title requires generalizing in a way that's similar to formulating a topic sentence or limitation. Therefore, this item may provide teachers with an indication of a child's readiness to master a skill such as writing topic sentences.

2. (e) Six of the seven sentences explain the process of making chewing gum.

3. (b) Sentence 3 deals with the history of chewing gum rather than with how it is made.

4. (g) Even though Sentence 6 is not the last sentence in the paragraph, it deals with one of the last steps in the process of making chewing gum. Finally is, therefore, the only correct choice.

5. (c) Sentence 5 contains the "timeless," -ing form of the verb to be rather than the present form are. A grammatically complete sentence must contain a verb marked for past or present tense, and Sentences 1, 3, and 7 do.

6. (e) This item ought to reveal how completely students understand compounding as a language process. Most incorrect answers are likely to be (h) because students either may forget or may not know that a comma is not automatically inserted before every coordinating conjunction. (e) is correct because the comma separates two independent clauses; a comma is simply not needed in either (f) or (g).

7. (a) This item has been included to dispel some misinformation students are taught about the run-on sentence. Since students write run-ons because they misunderstand how language elements are compounded, (d) verges on an acceptable explanation; however, none of the answers provides an accurate explanation of the cause for run-on sentences.

8. (h) The subordinating conjunction which signals the dependent clause. This item will enable teachers to see whether or not students have been introduced to the concept of subordination.

9. (a) Sentence 4 has the words purified, dryed, and filtered in a series; Sentence 5 has the words corn syrup, powdered sugar, and flavoring; and Sentence 7 has the words spearmint, peppermint, wintergreen, or spice.

10. (e) While all the verbs in this sentence are fairly specific, oozes creates an image and is therefore more vivid and concrete than the others.

11. (b) Sentence 1 begins with a compound noun; Sentence 3 begins with a noun marker; and Sentence 4 begins with a preposition.

12. (g) This item may show the extent to which students are aware of word formation principles since the -ed form of dry should be identical to the -ed form of purify, the word next to it! Obviously, no generalization about student's spelling ability can be made on the basis of one word.

CHEWING GUM

Directions: Read the passage all the way through. You will notice that the sentences are short and choppy. Study the passage, and then rewrite it in a better way. You may combine sentences, change the order of words, and omit words that are repeated too many times. But try not to leave out any of the information.

Chewing gum is a confection. It reduces tension. It is popular. It is made from latex. Workmen obtain latex from trees. They slit the bark. Latex oozes out. It is milky white. It is collected in cups. It is boiled down later. It is molded into blocks. Machines grind the blocks. The grinding is at the factory. Machines purify the latex. They dry the latex. They filter the latex. Corn syrup is added. Powdered sugar is added. Flavoring is added. Machines flatten the mixture by rolling. They form it into sticks. The sticks are oblong. They are familiar. Other machines form pellets. The pellets are gum. They are coated. The coating is candy. The candy is flavored. The flavoring is spearmint. It is peppermint. It is wintergreen. It is spice.

LEVEL A - DIAGNOSTIC COMPOSITION

The bell had not yet rung, so Woody led Larry around the new part of the school building to the entrance beside the boiler room door. This door was supposed to be locked at all times. Two other boys were there, acting as though they were in the midst of hiding a big secret.

"What's going on?" Larry asked.

"Shh, come here!" Charley turned the knob, and the door opened. "See, it's unlocked. It's been that way for three days. Wouldn't Mr. Martin really catch it if the principal found out?"

"We've been coming over every night since we found it," whispered one of the boys. "What a ball! We found three classrooms open the first night, and we saw all the grades in Miss Young's book."

Larry was scared at first, but he found himself thinking about the science aquarium and how great it would be to watch the fish at night when the lights were out and the room was quiet. But then he said, "Great, but suppose someone else gets in and breaks up stuff or steals something? That's fooling with fire."

"Nobody will know about it. Don't worry, and don't go blabbing your mouth off to anybody either," replied Woody. "Let's come back tonight and see if any more rooms are open."

Larry couldn't concentrate on his math problems nor his spelling test that day. He kept telling himself that the unlocked door would be discovered and they wouldn't be able to get in. Nevertheless, he was tempted several times to ask for a pass to the nurse or to the lavatory so that he could get out and maybe run into Mr. Martin, the custodian, and tell him about the door. He knew the other boys would be disgusted with him if he told, but they could get into trouble if he didn't tell. What if someone got into the school and ruined equipment? Larry knew he would feel guilty for not having told anyone. He didn't want to spoil the boys' fun, but he was tired of worrying about it. He couldn't decide what to do.

QUESTIONNAIRE - UNFINISHED STORY (LEVEL A)

Write an answer for each of these questions:

1. What would Larry's friends probably say or do to him if they found out he had told the custodian about the door?

2. How would you feel if you were Larry and your friends found out you told?

3. Where do you think Larry and the other boys would go while in the school at night? What might they do?

4. What should be done with students who are caught in a school building at night?

5. How would you feel if you were Larry and were caught in the building at night?

6. What decision would you make if you were Larry? Why?

7. What would be a good title for this story?

GRID FOR LEVEL A

LEVEL OF COGNITIVE ABILITIES / PERFORMANCE GOALS	Memory-recall information	Comprehension-interpret relationships among facts	Application-solve problem in the light of conscious knowledge	Analysis-solve problem in light of conscious knowledge of the parts and process of reasoning	Synthesis-solve a problem using original creative thinking	Evaluation-make a judgment based upon stated standards
State a generalization near beginning					III	I-1
Focus on limited aspect			III			
Support topic with argument or details					III	
Use relevant supports	III					I-3
Arrange in chronological or logical order		II			III	
Use connotative language			III			
Vary sentence structure				I-8,9		II
Conform to conventions of standard written English	I-5,7 8,11		II I-12	I-5,7		I-6,12 III
Link the steps with simple transitions					II III	I-4
Determine the purpose and audience			I-2 III	I-3		
Employ concrete verbs					III	I-10

(1) Ice cream, a popular and nourishing food, contains milk, cream, sugar, and flavoring. (2) It frequently contains eggs and other ingredients which have been stirred into a liquid mix and put into a container. (3) The mix is stirred again by high speed, electrically driven paddles and gradually frozen. (4) All the while being stirred continuously. (5) At about 28° F, tiny crystals form, the liquid stiffens, and ice cream begins to freeze. (6) The partially froze ice cream is removed from the container and solidified for twelve hours in a room where the temperature is about -15° F. (7) It is sold from a soda-fountain freezer cabinet set at 8° F.

COMPOSITION DIAGNOSTIC TEST - B

Directions: Write the letter of the best answer to each question in the appropriate space on your answer sheet. Make no marks on this paper.

1. Which title is best for this paragraph?
   a. How Ice Cream was Invented
   b. How to Serve Ice Cream
   c. How Ice Cream is Made
   d. How to Plan Exciting Parties

2. Which describes the writer's purpose?
   e. to explain a process
   f. to express an opinion
   g. to describe a place
   h. to relate an experience

3. Which sentence is the topic sentence?
   a. 1
   b. 3
   c. 7
   d. none

4. Which most accurately describes this type of writing?
   e. narration
   f. exposition
   g. argumentation
   h. description

5. Which would make the best transition to Sentence 6?
   a. Therefore,
   b. In the meantime,
   c. Finally,
   d. In conclusion,

6. Which version of Sentence 4 is grammatically complete?
   e. All the while being stirred continuously.
   f. All the ice cream being stirred continuously.
   g. All the while, it is being stirred continuously.
   h. All the mix having been stirred continuously.

7. Which sentences are in standard, edited English?
   a. All but Sentences 4 and 6
   b. Only Sentences 5, 6, and 7
   c. All are in edited English.
   d. None are in edited English.

8. Which version of Sentence 6 is correct?
   e. The partially froze ice cream is . . .
   f. The partially frozen ice cream is . . .
   g. The ice cream, partially frozed, is . . .
   h. The ice cream, now partially froze, is . . .

9. Which version of Sentence 3 is grammatically correct?
   a. The mix is stirred again by high speed . . .
   b. The mix is again stirred by high speed . . .
   c. The mix again is stirred by high speed . . .
   d. All are grammatically correct.

10. Which sentence includes an appositive?
    e. 1
    f. 5
    g. 6
    h. 7

11. Which sentences begin with pronouns?
    a. 2 and 4
    b. 4 and 5
    c. 2 and 7
    d. 5 and 7

12. Which sentence does not contain compound elements?
    e. 2
    f. 3
    g. 5
    h. 7

13. Which sentences contain compound elements and dependent clauses?
    a. 2 and 3
    b. 2 and 6
    c. 6 and 5
    d. 3 and 5

14. Which correctly describes the tense of the predicate verbs?
    e. inconsistent
    f. past
    g. present
    h. future

EXPLANATORY ANSWERS
COMPOSITION DIAGNOSTIC TEST - B

1. (c) The paragraph explains the procedure for making ice cream. This question has been included for two reasons: an opening test item should be easy enough so that almost all students get it correct; also, choosing a title requires generalizing in a way that's similar to formulating a topic sentence or limitation.

2. (e) The process of making ice cream is explained.

3. (d) None of the sentences is general enough to include all of the others. Most students getting this one incorrect will probably have chosen (a) as the answer. This may be related to the fact that they have been taught erroneously that the topic sentence is always the first sentence in a paragraph. This item provides teachers with a chance to clarify this misconception as well as to review the concept of topic sentence.

4. (f) Narration and argumentation do not apply. Students who have chosen description can be referred to item 2 where explanation has been established as the purpose.

5. (c) Since an explanation of a process must be organized chronologically, Finally is the correct choice for a transitional expression; In conclusion would be more likely to occur in argumentation; Therefore and In the meantime are illogical choices in this context.

6. (g) is the only version containing both a subject and a finite verb.

7. (a) If students are not familiar with the term edited English (i.e., written English that has been corrected and polished for publication), this is a good time to introduce it along with the term standard. Sentences 4 and 6 are the only sentences with grammatical errors and, in this case, the only sentences not in standard, edited English.

8. (f) This version is the only one containing the proper form of the verb freeze.

9. (d) Because it is an adverb, again can technically occupy any of those positions.

10. (e) a popular and nourishing food stands in apposition to ice cream, the grammatical subject.

11. (c) Sentence 5 begins with a prepositional phrase and Sentence 4 begins with a sentence adverbial.

12. (h) Sentence 7 is the only one that does not have and compounding words or phrases.

13. (b) Sentence 2 contains two compound elements each linked with and and one dependent clause beginning with which; Sentence 6 has a compound predicate and a dependent clause beginning with where.

14. (g) With the exception of Sentence 4, which is a fragment containing no finite verb, all predicate verbs are marked for present tense.

ICE CREAM

Directions: Read the passage all the way through. You will notice that the sentences are short and choppy. Study the passage, and then rewrite it in a better way. You may combine sentences, change the order of words, and omit words that are repeated too many times. But try not to leave out any of the information.

Ice cream is a food. It is popular. It is nourishing. It contains milk. It contains cream. It contains sugar. It contains flavoring. It frequently contains eggs. It contains other ingredients. The ingredients are stirred. They form a liquid. The liquid is a mix. The mix is put into a container. The mix is stirred again. Paddles do the stirring. They are driven by electricity. They turn at high speed. The mix is frozen. The freezing is gradual. The stirring is continuous. Tiny crystals form. The liquid stiffens. Ice cream begins to freeze at about 28° F. Ice cream is removed from the container. The ice cream is partially frozen. It solidifies in twelve hours. It solidifies in a room. The temperature is about -15° F. Ice cream is sold from a freezer. The freezer is a cabinet. The freezer is set at 8° F. The freezer is in a soda fountain.

"LET ME ALONE" - LEVEL B DIAGNOSTIC COMPOSITION

Dave: How you been, Sport?

Jack: O.K., I guess.

Dave: Sorry I missed practice yesterday. Believe me, I couldn't help it.

Jack: Anything wrong? Your eyes look watery. Why the sunglasses all the . . .?

Dave: Could you let me have a few dollars until next week?

Jack: Well, you know we decided never to borrow money from each other, but I guess this one time won't hurt.

Dave: Thanks, Sport. I'll pay you back next week.

Jack: Are you sure you're O.K., Dave? Mary Anne has noticed that you seem so moody lately. Sometimes you are carefree and happy. Sometimes you nearly take her head off.

Dave: Forget it, Jack. I'm fine.

Jack: But those marks on your arm! Stan, are you sure you're O.K.? I hope you're not fooling around with that "stuff." Remember Fred? Mom said that if someone had helped Fred he'd be alive today. He must have been desperate to have tried robbing that filling station.

Dave: Look, Sport, I'm not like Fred. I know what I'm doing. Don't be such a sissy.

Jack: I can't let you do this to yourself.

Dave: Let me alone! I know what I'm doing.

Jack: Come with me to see the counselor. He'll know what to do.

Dave: Stay out of my way! (hits Jack in stomach) Sorry, Sport . . . you don't know what it's like! I've got to have money; then I'll be all right. Please, Sport. You are the only one who really cares anyway, so let me alone.

QUESTIONNAIRE - "LET ME ALONE" (LEVEL B)

Write an answer for each of these questions:

1. What was Dave's problem?

2. What clues made Jack conclude that Dave had a problem?

3. Should Jack try to help Dave? What factors should Jack consider in making a decision? List some possible consequences of either choice.

4. Does Dave secretly want help or does he really want to be let alone? Under what circumstances should a person be forced to do something whether they want to or not?

GRID FOR LEVEL B

LEVEL OF COGNITIVE ABILITIES / PERFORMANCE GOALS	Memory-recall information	Comprehension-interpret relationships among facts	Application-solve problem in the light of conscious knowledge	Analysis-solve problem in light of conscious knowledge of the parts and process of reasoning	Synthesis-solve a problem using original creative thinking	Evaluation-make a judgment based upon stated standards
Resolve a conflict					III	
Maintain consistency in point of view			III			
* Include opening sentence		I-3	III			
Use sensory impressions (comparisons)					III	
Limit development in time and space			III			
Maintain consistency in pronoun reference and verb tense			III	I-11	II	I-14
Use appropriate level of language in dialogue			III		II	
Establish motives for a character's actions					III	
* Organize details (chron. or logical order)				I-4	III	
* Use transitions			III			I-5
* Observe conventions of edited English			III		II	I-6,7, 8,9
* Use varied sentence structure			III	I-10,12, 13	II	
* Select a purpose and limit topic				I-2		I-1
* Support generalization					III	

* Indicates goal also appears on Level A
Roman numerals refer to stages; Arabic numerals to individual items on the multiple-choice test.

(1) Aluminum, an abundant metal with many uses, comes from bauxite which is an ore that looks like clay. (2) Bauxite contains aluminum and several other substances. (3) Workmen extract these other substances from the bauxite, they grind the bauxite and put it into pressurized tanks. (4) Primarly because of its durability, aluminum is popular with contractors and home owners alike. (5) The other substances form a mass which is removed using filters. (6) The remaining liquid is put through several other processes. (7) Finally yielding a powdery white chemical. (8) This mixture, known as alumina, contains aluminum and oxygen. (9) Workmen use electricity to separate the aluminum from the oxygen. (10) Finally, they produce a light metal which has a silvery bright luster, is smooth as silk, and comes in many forms.

COMPOSITION DIAGNOSTIC TEST - C

Directions: Write the letter of the best answer to each question in the appropriate space on your answer sheet. Make no marks on this paper.

1. Which best describes the writer's purpose?
   a. to persuade a reader that aluminum is useful
   b. to recall a trip to an aluminum plant
   c. to describe the many uses of aluminum
   d. to explain the procedure for making aluminum
   e. both b and d

2. Which sentence contributes least to this purpose?
   f. 2
   g. 3
   h. 4
   i. 5
   j. 6

3. Which connective would be the most appropriate substitute for Finally in Sentence 10?
   a. Nevertheless,
   b. Meanwhile,
   c. However,
   d. Even so,
   e. None of these

4. Which sentence includes a comparison?
   f. 1
   g. 3
   h. 4
   i. 8
   j. none

5. Which version of Sentence 7 is most accurate?
   a. Finally yielding a powdery white chemical.
   b. Finally, yielding a powdery white chemical.
   c. Finally by yielding a powdery white chemical.
   d. Finally, it yields a powdery white chemical.
   e. Finally having yielded a powdery white chemical.

6. Which phrase is not developed with particulars?
   f. with many uses (in Sentence 1)
   g. these other substances (in Sentence 3)
   h. several other processes (in Sentence 6)
   i. comes in many forms (in Sentence 10)
   j. all of the above

7. Which most accurately describes the writer's point of view?
   a. third-person
   b. inconsistent
   c. biased
   d. monolog
   e. first-person

8. Which version of Sentence 8 is correct?
   f. This mixture, known as alumina, contains aluminum and oxygen.
   g. This mixture is known as alumina, and contains aluminum and oxygen.
   h. This mixture known as alumina, contained aluminum and oxygen.
   i. This mixture containing aluminum and oxygen, is known as alumina.
   j. This mixture known as alumina and containing aluminum and oxygen.

9. Which best describes the language used in Sentences 8, 9, and 10?
   a. Standard, unedited English
   b. Standard, edited English
   c. Sub-standard, unedited English
   d. Sub-standard, edited English
   e. none of these

10. Which sentence contains a misplaced modifier?
    f. 1
    g. 4
    h. 8
    i. 10
    j. none

Go on to the next page.

Directions: Write the letter of the best answer to each question in the appropriate space on your answer sheet. Make no marks on this paper.

11. Which of the following sentences is fused (two sentences written as one)?
    a. 1
    b. 3
    c. 4
    d. 10
    e. none

12. Which sentence does not contain compound elements?
    f. 2
    g. 4
    h. 8
    i. 9
    j. 10

13. Which sentence contains an appositive?
    a. 1
    b. 4
    c. 5
    d. 10
    e. none

14. Which sentence contains a trite (overworked) figure of speech?
    f. 2
    g. 3
    h. 9
    i. 10
    j. none

15. Which sentence contains a spelling mistake?
    a. 2
    b. 4
    c. 7
    d. 9
    e. 10

16. Which sentence contains an error in subject-verb agreement?
    f. 3
    g. 5
    h. 6
    i. 8
    j. none

EXPLANATORY ANSWERS
COMPOSITION DIAGNOSTIC TEST - C

1. (d) Most of the sentences explain the process of making aluminum.

2. (h) Sentence 4 describes users of aluminum rather than explaining another step in the process of making aluminum.

3. (e) The chronological pattern of organization makes the first four answers illogical choices. Ask students to suggest suitable substitutes for Finally; either at last or Eventually would be accepted.

4. (f) Sentence 1 describes bauxite as an ore that looks like clay. Sentences 3, 4, and 8 remain literal and do not rely on comparison to clarify meaning.

5. (d) This is the only version containing a subject and a finite verb marked for present tense.

6. (j) Each phrase contains a generality left unexplained in the sample paragraph; the presence of other and many in each phrase should be pointed out as a clue that the writer needed to supply specific details as examples.

7. (a) The consistent use of it and they and the absence of I and you signal the third-person point of view. The writer remains detached and unbiased rather than personal.

8. (f) The appositive is set off by commas and the sentence contains a tense marker consistent with the rest of the paragraph; (h) and (i) have their subjects and predicates separated with commas; (g) has a compound predicate segmented unnecessarily with a comma; and (j) is a sentence fragment because it does not have a finite verb.

9. (b) All three sentences use a level of language that would be appropriate in a formal situation. They are also free of grammatical errors and are, hence, suitable for publication.

10. (j) Modifying elements are positioned correctly wherever they occur.

11. (b) Sentence 3, also known as a comma-splice, should be separated into two sentences by replacing the comma with a period and by capitalizing they. Sentences 1, 4, and 10 are correct as punctuated.

12. (i) Sentence 9 is the only one without a coordinating conjunction. Sentences 2 and 8 contain compound objects; Sentence 4 contains a compound object of the preposition with; and Sentence 10 has compound phrases in a series.

13. (a) In Sentence 1, an abundant metal with many uses is in apposition to Aluminum.

14. (i) In Sentence 10, smooth as silk is a trite and overworked figure of speech. None of the other sentences even contain figures of speech.

15. (b) The first word of Sentence 4, Primarly, is misspelled.

16. (i) Subject and verbs agree in all sentences indicated.

ALUMINUM

Directions: Read the passage all the way through. You will notice that the sentences are short and choppy. Study the passage, and then rewrite it in a better way. You may combine sentences, change the order of words, and omit words that are repeated too many times. But try not to leave out any of the information.

Aluminum is a metal. It is abundant. It has many uses. It comes from bauxite. Bauxite is an ore. Bauxite looks like clay. Bauxite contains aluminum. It contains several other substances. Workmen extract these other substances from the bauxite. They grind the bauxite. They put it in tanks. Pressure is in the tanks. The other substances form a mass. They remove the mass. They use filters. A liquid remains. They put it through several other processes. It finally yields a chemical. The chemical is powdery. It is white. The chemical is alumina. It is a mixture. It contains aluminum. It contains oxygen. Workmen separate the aluminum from the oxygen. They use electricity. They finally produce a metal. The metal is light. It has a luster. The luster is bright. The luster is silvery. This metal comes in many forms.

QUESTIONNAIRE - WHAT MAKES SUCCESS? (LEVEL C)

Read all of the statements first. Then, in the blank space before each, rank them on a scale of 1 to 5 based on their importance to you as determiners of success. Use a 1 to rank an item you consider most important to success and a 5 to indicate those you consider least important.

SUCCESS IS

_____ 1. having a high paying job

_____ 2. having a satisfying job

_____ 3. being an accomplished athlete

_____ 4. having lots of friends

_____ 5. saving large sums of money

_____ 6. having the finest stereo equipment

_____ 7. being in good health

_____ 8. being admired by the opposite sex

_____ 9. having a close, supportive spouse and children

_____ 10. owning a giant screen television

_____ 11. being able to tell other people what to do

_____ 12. owning a beautiful home

_____ 13. being accomplished at expressing yourself artistically

_____ 14. getting public approval

_____ 15. going out regularly to have a good time

_____ 16. getting approval from parents

_____ 17. getting approval from friends

_____ 18. bouncing back after loss or defeat

_____ 19. depending on no one but yourself

_____ 20. winning after close competition

_____ 21. being able to control your temper

_____ 22. wearing fashionable clothes

_____ 23. having unshakeable self-confidence

_____ 24. owning expensive cars

_____ 25. traveling frequently

A-28

GRID FOR LEVEL C

LEVEL OF COGNITIVE ABILITIES / PERFORMANCE GOALS	Memory-recall information	Comprehension-interpreting relationships among facts	Application-solve problem in the light of conscious knowledge	Analysis-solve problem in light of conscious knowledge of the parts and process of reasoning	Synthesis-solve a problem using original creative thinking	Evaluation-make a judgment based upon stated standards
* Cite evidence to support a generalization						III I-2,6
Compose a concluding statement or paragraph						III
* Develop an introduction that includes a thesis statement						III
* Arrange the support in an appropriate pattern of organization					II	III I-3
* Follow conventions of standard, edited English				I-9,10,11	II	III I-5,8, 15,16
* Choose diction and syntax appropriate to the tone, mode, and specified audience			I-12,13		II	III I-11, 14
Adopt a tone or attitude toward the subject consistent with the purpose				I-7		III I-1

* Indicates simpler or similar form of goal appears on Levels A and B. Roman numerals refer to stages; Arabic numerals to individual items on the multiple choice test.

APPENDIX B: DIAGNOSTIC PROCEDURES FOR READING

The term "diagnosis" as it is used in this bulletin refers to a study of individual reading skills and of conditions in the learning environment that affect reading competency. It includes these factors:

— The identification of obstacles to meaning inherent in particular types of printed materials

— A general estimate of an individual's potential for success with particular kinds of printed materials

— An awareness of any discrepancy between an individual's potential and actual achievement in reading

— The identification of specific problems in reading that contribute to any discrepancy between potential and actual achievement.

Diagnosis should have a positive emphasis, be continuous with instruction, and be integrated with remediation of reading difficulties. It should be based on the maturity level of the student, the ability to organize ideas and relate them to past experiences, and skill in making generalizations.

An important step in diagnosis is to determine the specific reading problems inherent in the various types of instructional materials. In English, different forms of literature present different obstacles to the derivation of meaning, each of which places comparably different demands upon the reading skills of students. For example, the short story plunges immediately into the action presenting only the bare essentials necessary to advance the narrative. The reader must depend upon his own experience to imagine details from minimal clues, and to supply other missing pieces. The much longer novel provides more background information and detail, but successful reading demands that the student be able to recall characters as they reappear, separate subplots from the main thread, follow the motives of characters and their influence on later events, evaluate the relationships of various parts of the whole, and isolate the conflict and its resolution.

Plays and poetry present a variety of sophisticated, complex reading problems. In drama the reader is likely to see only the words spoken by various characters so that the ability to understand the author's intended meaning depends upon a combination of factors—the reader's familiarity with the general context; the reader's sensitivity to audio or visual clues; and the reader's ability to decode the special syntax and semantics of stage and script cues and direction. In poetry the reader must be able to interpret the most complex of all literary devices and techniques like symbolism, imagery, and compression.

Essays, informative articles, biographies, autobiographies and reference texts also place unique demands upon student readers which must be considered carefully by the English teacher.

Students' successful participation in English activities as well as the potential for growth in reading depend upon the ability to make the adjustments demanded by each of these varied materials.

DIAGNOSTIC PROCEDURES FOR ENGLISH MATERIALS

Teachers can get specific information regarding the degree of success that can be expected from their students' work with these materials and the kind of preparation and assistance that will be needed by using these procedures:

Individual Oral Reading

Teachers should select two or three paragraphs that are typical of the vocabulary, syntax, and concept load of the reading matter being considered for use with the class. While the class is working independently, the teacher can listen to individual students read these selections aloud. Those students who can read them aloud with confidence and expression will probably be able to handle the reading matter with little difficulty on their own; however, students who show obvious stress, who stumble over vocabulary and syntax, or who pronounce words correctly but are unable to convey knowledge of meaning through expression, are communicating their need for considerable preparation and assistance. The teacher's interpretation and analysis of this diagnostic procedure can be the simple notation that the student reader can or can not handle the material, or it can be the kind of detailed formal analysis required by the completion of a checksheet like the one included in this section. Either approach can provide useful information.

Comprehension Survey

To construct this survey, teachers must first select a sufficient number of excerpts from the material being considered for use to reflect the vocabulary, syntax, and concept load typical of the entire selection. Each of these excerpts should be restricted to a length necessary to provide an obvious beginning, middle, and conclusion. (Introductory or summary paragraphs and the half-page beginning or end of chapters often provide the desired organization and sense of unity within a manageable number of lines.)

Next, teachers must develop a set of comprehension questions to be used with each excerpt. These questions should begin at the literal level and progress gradually to the more difficult and more abstract. As a general rule, the questions used for each excerpt should require the same kind of responses in terms of difficulty and in terms of abstraction as will be expected of students as they work with the whole selection.

The finished comprehension survey can be presented to students individually in small groups, or as a class, and their responses can be oral or written. However, having the entire class read silently and respond to questions in writing is probably the more manageable of the two possibilities and the more useful in that the written results are available for extensive analysis.

OBSERVATION CHECKLIST

ORAL READING

_____ Follows directions
_____ Refuses to read orally
_____ Demonstrates knowledge of a basic sight vocabulary
_____ Omits words from a passage
_____ Substitutes words in a passage
_____ Inserts words in a passage
_____ Mispronounces words in a passage
_____ Repeats words in a passage
_____ Guesses at words in the passage
_____ Reads in a monotone
_____ Uses phrasing in reading
_____ Ignores punctuation
_____ Answers factual questions on the material
_____ Summarizes the material
_____ Isolates the main idea
_____ Selects supporting details
_____ Makes generalizations
_____ Draws conclusions
_____ Makes inferences

SILENT READING

_____ Moves lips
_____ Keeps place with fingers
_____ Is inattentive
_____ Sits properly (correctly)
_____ Moves head
_____ Moves eyes
_____ Follows direction
_____ Answers questions on the material with (without) the text in written form
_____ Answers questions on the material orally with (without) the text

LISTENING

_____ Follows directions
_____ Sits quietly
_____ Distracts others
_____ Is easily distracted
_____ Talks frequently
_____ Moves eyes
_____ Sits correctly
_____ Watches activities
_____ Displays listening problems
_____ Demonstrates a familiarity with standard English
_____ Answers factual questions on reading or discussion
_____ Asks questions after presentation

PHYSICAL LIMITATIONS

_____ Wears glasses
_____ Wears contact lenses
_____ Wears hearing aid
_____ Wears orthodontic equipment

Comprehension Survey

Student

Literal Interpretation

The student demonstrates the ability to

- Isolate details to determine their relationship to a major idea
- Identify narrative elements and determine their effect
- Isolate and reconstruct chronological and sequential patterns
- Reconstruct the relationship of the parts to the whole
- Locate the central problem or conflict and its resolution
- Use the clues of characterization to develop an impression
- Determine point of view and possible reasons for selection
- Determine how the author uses selectivity of detail to achieve a particular purpose

Interpretation Beyond the Literal Level

The student demonstrates the ability to

- Infer the writer's purpose
- Arrive at the theme by inferences from other elements in a story
- State the way the elements of narration contribute to the theme
- Select elements of the narration that contribute to the tone of a work
- Determine the means by which the author has created a mood
- State an impression of tone or mood by selecting details to summarize or synthesize the impression
- Summarize what a particular work tells about human nature in general
- Explain what a particular work tells about human relationships
- Generalize about human values revealed in a work
- Determine what interrelationships exist among parts of a work, and what is the relative significance of each part to the whole
- Compare new concepts with previously held concepts

Comments:

Comprehension Survey

Based on "The Road Not Taken" by Robert Frost

Literal Interpretation to be discussed orally.

The traveler has come to a point in his journey where he must make a choice. What are his options?

Describe each fork in the road as the traveler sees it. How are the roads different?

What choice did the traveler make? What reason does it give for making the choice?

Why did he doubt he would ever travel "the road not taken"?

When the traveler is older, what will he say about the choice he made?

Interpretation Beyond the Literal Level

Have the students discuss numbers 1, 2 and 3 orally and then have each student respond to numbers 4, 5 and 6 in writing.

1. When the traveler looked back on the choice he had made, what were his feelings? From the poem, can you discover what "difference" his choice had made in his later life? Why does Frost choose not to tell the reader directly?

2. What details of the poem lead you to believe that it is more than a simple account of a journey?

3. What kind of person might choose a road that is "less traveled by"?

4. Why do you feel Frost chose this particular title and not "The Road Taken"?

5. What is the significance of the last line of the poem? Why do you think Frost didn't end his poem with the line "I doubted if I should ever come back"?

6. What kind of person would select the road that is more "traveled by"? Think about the choices you have made in your life. Think about the choices you are going to make in the future. Compare yourself to the traveler in the poem and explain which road you would choose and why.

Comprehension Survey

"A Tight Place for Becky" from Mark Twain's The Adventures of Tom Sawyer, Variations, Charles E. Merrill Books, Inc. 1966

Literal Interpretation to be discussed orally.

Why does Tom apologize to Becky?

How does she react to his attempt to say "I'm sorry"?

How does Tom feel after Becky rejects his apology?

What happens to Becky when she enters the schoolroom alone and finds Mr. Dobbin's special book?

How does Becky try to make Tom feel responsible for the torn page in the anatomy book?

How does Tom react to Becky's onslaught of anger?

Soon after school "takes in". Tom denies that he has spilled ink on his spelling book. Why doesn't Becky tell Mr. Dobbins about Tom's innocence?

What happens when Mr. Dobbin discovers the damage done to his anatomy book?

How does Becky feel and act toward Tom after he has taken her punishment?

Interpretation Beyond the Literal Level

Have the students discuss number 1 and 4 orally and then have each student respond to numbers 2, 3, 5 and 6 in writing.

1. Twice in one morning, Mr. Dobbin punishes Tom for something he didn't do. How does Mr. Dobbin's reaction to the damaged speller and later to the damaged anatomy book differ? How does the punishment he inflicts on Tom in each incident differ? What does this reveal about Mr. Dobbin's feelings about the two incidents?

2. The first time Tom is whipped, his response is one of resignation. How does he respond to the second whipping he receives? What does his response tell you about his true feelings toward Becky?

3. How do Becky's reactions to Tom's punishments reveal her true feelings toward him?

4. At the beginning of the story, Tom has an abrupt change of mood when Becky responds to his apology with, "I'll thank you to keep yourself to yourself, Mr. Thomas Sawyer." Compare Tom's apology to this response. What does Mark Twain reveal about his two characters through their speech patterns?

5. Reread the passages of dialog between Tom and Becky. How does Twain use dialect to develop the contrasts between Becky and Tom? How does this contrast contribute to the conflict of the story?

6. Another mood change occurs at the end of the story when Tom springs to his feet and shouts, "I done it!" Describe how Twain creates this change of mood and contrast it with the initial change of mood in the story.

DIAGNOSTIC PROCEDURES FOR GENERAL READING MATERIALS

Teachers can get general information regarding the reading capabilities and potential of their students by using these procedures:

Individual Conferences

Interaction with a student on a one-to-one basis in an informal setting can give the teacher insights into reading interests, personal reading habits, and attitudes so that the teacher can guide the student into a more productive reading program. After each conference with a student, the teacher can record pertinent comments and information in a brief narrative for that particular student. Over a period of time the teacher can become aware of those students who are not being challenged and encourage them to read a wider range of materials, to select materials which place a greater demand on their capabilities, and to try new reading experiences.

Departmental Tests

English teachers can create diagnostic tests as a department just as they are doing in the language and composition areas.

- Examples of the various types of writing described in A Sequence of Composing, Interpreting and Language Activities can form the basis of a departmental test of comprehension. Multiple choice items, questions requiring an extended response or oral interaction can be designed to isolate weaknesses and strengths of students in relationship to the English program.

- Prototype questions can be developed by a department for use in diagnosing student ability to interpret a specific genre or any aspect of it.

- Diagnostic tests may be constructed for each skill — summarizing details, generalizing, recognizing speaker and point of view, understanding mechanics of dialog, interpreting dialect, identifying subject-predicate relationships, identifying modifiers to words modified, identifying transitional elements, recognizing levels of usage, recognizing tone, differentiating connotative and denotative values of words, recognizing slanted words, recognizing faulty logic or "worthless" words (redundancies, euphemisms, cliches), identifying comparisons in metaphoric language, recognizing levels of abstraction, and "filling" ellipses.

Standardized Reading Tests

Since standardized reading survey tests and achievement tests are an on-going part of the Baltimore County testing program, English teachers have access to the reading scores of their students. These reading scores do indicate the general reading capabilities of groups of students, and since norms are available, valid comparisons in general areas of reading achievement can be made among large groups of students at various times and grade levels. However, the disparity in content and format likely to exist between the test and the materials that are included in instructional programs and classroom experience of either teachers or students raises serious doubts regarding the productivity of using this test data as the sole basis of either the development or assessment of instructional activities.

The Office of Reading has available two formal reading survey tests: The Gates-MacGinitie Reading Test and the Nelson-Denny test.

The Gates-MacGinitie Test (levels E and F) is used in most Baltimore County junior high schools to test students in the areas of speed and accuracy, vocabulary, and comprehension. This test is considered a good survey test for determining a student's general reading competency. There are three forms available on each level so that one can test groups of students at the beginning, middle, and end of the year in order to estimate progress and to revise instructional goals and programs when necessary. Answer sheets can be duplicated; so once an initial set has been purchased, it is relatively inexpensive to maintain the testing program.

Although the Gates-MacGinitie is widely used, it has some limitations. Reading specialists do not recommend its use for basic groups because each test contains few items which actually test below the grade level for which that particular test was designed. Furthermore, the guessing factor greatly affects the validity of this test. Teachers of basic groups can avoid frustrating basic groups with the Gates-MacGinitie Form E test by using Form D. However, teachers must be aware that they can not report the grade level results as completely valid, because the norms used for the test were based upon a lower grade level population. Since there are three levels of each test, teachers could use the test as a periodic estimate of student reading growth.

The Nelson-Denny test (level D and E) is the reading test presently available for senior high students. This test is composed of two subtests which survey pupils' progress in the areas of rate, vocabulary, and comprehension. The results reveal both a grade level score and a percentile score. The complete test requires only thirty minutes of testing time and can be administered to large groups. Answers are scored on a self-marking answer sheet, a valuable time-saving device for teachers.

The Nelson-Denny test is an effective screening device, but like other commercially prepared standardized tests, its results must be viewed as only an estimate of a student's reading ability. Teachers of less able students who know that their students would be frustrated by the Nelson-Denny test might want to administer the Gates-MacGinitie test Form F.

During the 1975-1976 school year, the Maryland State Board of Education developed and implemented the Maryland Basic Skills Reading Mastery Test which was administered to all seventh and eleventh graders in the public school system. The test is concerned with identifying those reading behaviors and skills which are considered essential for survival. These skills have been divided into five areas with a variety of content within each. The five areas and the types of material contained in each are as follows:

Seventh Grade Item Categories

Locating Information From Reference Sources

- Atlas Index
- Newspaper Contents
- Almanac Index
- Trade/Text Index
- Dictionary
- Telephone Directory

Understanding Forms

- Cheerios Coupon
- Smile Stickers
- Grocery Tape
- 4-H Enrollment

Gaining Information

- Weather Map
- Vocabulary
- Grocery Ad
- Soap Coupon
- Menu
- Reading Comprehension

Following Directions

- Game Rules
- Real Estate Map
- Basic Symbols and Signs
- School Schedule and Study Rules
- First Aid Rules

Eleventh Grade Item Categories

Locating Information From Reference Sources

- Telephone Directory
- Thermometer Ratings
- Data on Newspaper Circulation
- Government Publications
- Atlas Table of Contents

Understanding Forms

- U.S. Savings Bond Application
- Grocery Tape
- Job Application
- Social Security Card Application
- Sales Slip
- Record Club Coupon
- Work Permit Application

Gaining Information

- Reading Comprehension
- Legal Hours of Employment
- Government Pamphlets
- Vocabulary
- Jobs Available
- Paint Remark Ratings
- Cook Wanted Ads

Following Directions

- Operating Instructions
- Cooking Directions
- Road Signs
- Labels on Bottles
- Drug, Prescription and First Aid
- Day Care Directions

Students are considered to have demonstrated mastery of functional reading skill when they achieve a score of 80% or better on the test. Teachers should review the nature of the test's content and adjust instructional programs to include practice in those skill areas for those students who, revealed by regular classroom assessment devices, need it. Review of test results will indicate to teachers those areas for which the students need further remediation.

The use of results from the reading sections of other tests are of limited value because these tests measure skills unrelated to the types of reading the student experiences in English class and therefore can not be used to determine the special reading competencies needed for the English classroom. However, they can provide the teacher with rough information which indicates some of the strengths and weaknesses of a new class. English teachers must remember that there is no standardized test

which can measure the reading competencies necessary for the English classroom as effectively as the informal tests composed by the English teacher.

When standardized test scores reveal that a student or students have a marked deficiency in a particular area, teachers might want to use a diagnostic test to further isolate the skill or skill areas which are in need of remediation.

One simple diagnostic test to administer is the McGrath Test of Reading Skills which can be obtained from the Reading Office. If standardized reading test scores indicate the need for further diagnosis, this test is relatively quick to administer and the administrator needs no special training. Although there are forms of the test available for all grade levels (1-12), it is considered more valid for junior high school students. Although the McGrath is the only diagnostic test of this nature available from the Office of Reading for classroom use, other aids and materials can be obtained by calling the Office of Reading.

APPENDIX C: DIAGNOSTIC TESTS AND PROCEDURES FOR LANGUAGE

To determine student proficiency in grammar, standard usage, and the conventions of written English ("mechanics"), three diagnostic tests have been developed. As with the composition tests, separate instruments have been developed for seventh and eighth grades (Level A), ninth and tenth grades (Level B), and eleventh and twelfth grades (Level C). The appropriate test should be used early in the year as a screening device for diagnostic purposes only. These tests will in no way give a reliable or valid end-of-year measure of student mastery.

PLANNING TO ADMINISTER THE LANGUAGE TEST

Before administering, teachers should become familiar with all test items as well as their sources. This ought to enable teachers to be aware of the skills and concepts students can reasonably be expected to know upon entering a given grade. The following materials served as guides for constructing all language test items: the elementary bulletin, A Guide to the Study of the English Language: Grades K-6 (also known as "the blue guide"); the junior high language and grammar units; and the performance goals in each language section of the Scope and Sequence, 7-12 bulletin. Another important thing to do, as with composition tests, is to spend at least one class period reviewing concepts and terminology, so that the tests provide a more valid indication of what students actually don't understand rather than what they merely have forgotten.

Since each language test is rather long (a hundred items), it may be wise to administer the test over a two day period, Parts I and II being given during a single period and Part III administered during a second class period. Also, because of test length, a separate thermofaxable answer sheet has been provided. If students are given copies on which to mark their answers, paper will be conserved and scoring will be simplified. In fact, even though this answer sheet has spaces for a hundred responses, teachers could use it with other, shorter multiple-choice tests throughout the year. A copy of this answer sheet may also be used to tally responses to each test item. This item analysis will then indicate which areas are most in need of study by the entire class.

Very thorough directions have been provided for use when administering the test. Even though directions remain the same for each level, duplicate copies have been provided with each test. Teachers may wish to give these directions orally or to provide students with their own copies. In either case, directions should be explained step by step.

A SIMPLER ALTERNATIVE

Following the Level C diagnostic language test is an example of a simpler, one-period diagnostic instrument which teachers are invited to use either as is or as a model for an easier or more difficult original version. The test is a series of twenty-eight multiple-choice items all based on a single sentence, in this case the nursery rhyme about "the old woman who lived in a shoe." The items primarily test recognition of various grammatical forms within the nursery rhyme although a few items focus on usage and mechanics. This test was modeled on a similar one by

Paul B. Diederich called "The 'Shadow' Test" on pp. 81-84 of Measuring Growth in English. Similar tests could be developed using other nursery rhymes, such as "Jack and Jill" or "Old Mother Hubbard." Or, a famous quotation from Bartlett's could be used as the basis for a series of test items on grammar and usage. To conserve paper, students may be given answer sheets to use instead of marking on the test itself.

ONGOING DIAGNOSIS THROUGHOUT THE YEAR

While a diagnostic test which attempts to assess students' knowledge of many language skills effectively screens students and provides a preliminary diagnosis, it should be followed by various diagnostic measures which isolate specific skills. These subsequent measures are necessary throughout the year to make a more reliable diagnosis of particular skill areas as well as to include diagnosis of areas not formerly evaluated. Because of the brevity and informality of these exercises, they can be administered frequently. They have the added advantage of allowing for a variety of formats. Among these are interviews, dictation, completion, alternative response, short answer, matching, multiple choice, checklists, and rating scales. In the following sample exercises, the content and format can be easily interchanged or adjusted to other grade levels.

DIAGNOSING THROUGH DAILY DRILLS

Specific language skills such as capitalization may be diagnosed frequently with short drill exercises. In addition to reinforcing skills already taught, drills can be used instead to focus on a more refined aspect. In addition to or instead of reinforcing general capitalization skills already taught, drills can also be used to diagnose a more particular aspect of capitalization, such as capitalization of proper names. The following have been provided as examples for various levels:

Level A (7-8)

In each of the following sentences, circle the word in parenthesis that is capitalized correctly.

1. (today, Today) was a big day in my life for it was my (Birthday, birthday).

2. The (fall, Fall) was beautiful in (vermont, Vermont) this year.

3. (the, The) state elected (Bill, bill) Smith for a second term in (congress, Congress).

4. My grandmother is coming to visit me and (John, john) this (Summer, summer) in (hawaii, Hawaii).

5. My favorite time of the (year, Year) is (december, December) because that's when (Christmas, christmas) is.

Level B (9-10)

Each of the five sentences has three underlined words. Some of the words are capitalized and some not. Choose the number under the word that illustrates a capitalization error. Then blacken that space in the answer column for the number selected.

		(1)	(2)	(3)
1.	In History, we are studying about Benjamin Banneker contributions to the nation.	( )	( )	( )
2.	Benjamin Banneker was born of a black american mother and a black African father of the Zulu tribe.	( )	( )	( )
3.	he lived in Baltimore county, Maryland, on the banks of the Patapsco River.	( )	( )	( )
4.	He was a correspondent of Thomas Jefferson's, who was secretary of State	( )	( )	( )
5.	Banneker published a journal treating the life of Charles Calvert, an early Catholic settler.	( )	( )	( )

Level C (11-12)

The following sentences contain only small letters. Below each line write all the words that should be capitalized, using capital letters as required.

1. for a history class project, don and i wanted to trace the spanish influence.

   _____

2. "i don't know," don said, "maybe this is too hard for us."

   _____

3. among them is san antonio, a city in texas which was named after

   _____

   saint anthony.

   _____

4. mr. smith, our social studies teacher, helped us to translate each name

_____

into its english equivalent and suggested that we read my travels by

_____

coronado.

_____

5. in traveling west, we stopped in tucson, arizona and met senator

_____

barry goldwater, who was reading all the president's men.

_____

USING LITERATURE FOR DIAGNOSTIC PURPOSES

Literary works provide inexhaustible sources for the evaluation of language skills. Below are sample literary works used to evaluate various language skills: word function in Tom Sawyer, imagery in The Pearl and usage in Huck Finn.

Level A (7-8)

In the following passage from Tom Sawyer, there are 10 underlined words. For each, identify its grammatical function as one of the following:

Noun	Adverb
Verb	Preposition
Adjective	Determiner

She listened (1) intently (2), but there was no answer. She had no companions (3) but silence and loneliness (4). So she (5) sat down to cry again and upbraid herself; and she had to hide her (6) griefs and still her broken (7) heart and take up the cross of a (8) long, dreary, aching (9) afternoon, with (10) none among the strangers about her to exchange sorrows with.

Level B (9-10)

The following sentences were taken from Steinbeck's The Pearl. Decide which word group in Column B contains the most satisfactory and sensible image for each word group in Column A. To make it a bit easier for you, key words have been underlined in Column A.

1.	"Men were <u>sleeping</u>...."	a.	"...like a slow lizard."
2.	"Juana <u>peered</u>...."	b.	"...simple animals."
3.	"Kino <u>edged</u>...."	c.	"...like an owl."
4.	"The <u>trackers</u> were little more..."	d.	"...curled up like dogs."
5.	"He spoke of Kino's race as though they were...."	e.	"...than scurrying ants."

Level C (11-12)

In the following passage, examples of standard and sub-standard usage have been underlined and numbered. On a separate sheet of paper, number from one to twenty. If the underlined word or phrase represents a form that would be acceptable in standard, edited English, write <u>no mistake</u> next to the corresponding number on your answer sheet. But, if the underlined word or phrase represents a substandard usage, (a) explain the nature of the error and (b) rewrite the segment, eliminating the error. Finally, answer question #20 in a few sentences.

. . . We had the sky up there, <u>all speckled with stars</u>$_{1}$, and we used to <u>lay</u>$_{2}$ on our backs and <u>look up at them</u>$_{3}$, and <u>discuss about whether they was made</u>$_{4,5}$ or only just happened. <u>Jim he allowed they was made</u>$_{6,7,8}$, but I <u>allowed</u>$_{9}$ they happened; I judged it would <u>have took</u>$_{10}$ too long to make so many. Jim said the moon <u>could' a' laid</u>$_{11}$ them; well, that looked kind of reasonable, so I <u>didn't say nothing</u>$_{12}$ against it, because I've seen a frog <u>lay most as many</u>$_{13}$, so of course <u>it could be done</u>$_{14}$. <u>We used to watch</u>$_{15}$ the stars that fell, too, and see <u>them</u>$_{16}$ streak down. Jim <u>allowed they'd got spoiled</u>$_{17,18}$ and <u>was hove out</u>$_{19}$ of the nest.

20. How does the elimination of the errors alter the effect of the passage?

DETERMINING SENSITIVITY TO CONNOTATIONS

The ability to distinguish connotative from purely denotative word meanings may be diagnosed with drill-type activities such as the following:

Level A (7-8)

For the following pairs of words, circle the one that is most positive or favorable in its connotation.

1. skinny/slender
2. fat/plump
3. crowd/mob
4. curious/nosey
5. youthful/childish
6. stingy/thrifty
7. crafty/clever
8. adventuresome/reckless
9. aggressive/pushy
10. stubborn/determined

Level B (9-10)

Read the following advertisement, and choose from among the alternatives the most appropriate word. Be ready to explain your choice.

For more years than you can probably remember, (women, ladies, housewives, cooks, people)[1] have been using (breakable, brittle, crisp, fragile)[2] Heinz Pickles to (stimulate hunger, to tempt lagging appetites, to stir stomachs, to get their families to eat more)[3] and (animate, spark, spice up, give zest to)[4] plain (economy dishes, ordinary food, routine meals, cheap food)[5] with a cool, green (suggestion, tincture, hint, touch)[6] of spring! We've been making pickles the same (loving, meticulous, precise, careful)[7] way for over eighty years--using (precious, costly, treasured, valuable)[8] home (formulas, directions, recipes, receipts)[9], pedigreed cucumbers, our own fine Heinz Vinegar and (out-of-the-way, rare, exotic, unusual)[10] fragrant spices--and, naturally, most people like Heinz pickles the best.

Level C (11-12)

The following passage is written from a negative point of view. Alter that point of view by rewriting the passage and substituting words that have more positive connotations than the original words.

Smithsville is twenty-eight miles south of Pittsburth and covers the tip of a lumpy point formed by the most convulsive of the Monongahela's many horseshoe bends. Though accessible by road, rail, and river, it is an extraordinarily isolated place. The river and the bluffs that lift abruptly from the water's edge to a height of four hundred and fifty feet enshroud it on the north and east and south, and just above it to the west

a range of even steeper hills. On its outskirts are acres of sidings and rusting automobiles, forsaken mines, rotting trash, and gulches filled with garbage. Its limits are marked by a grimy sign that reads, "Smithsville. Next to Yours the Best Town in the U. S. A." It is a harsh, gritty town, founded in 1901, with a vulgar main street and a thousand identical gaunt, gray houses. It is treeless and all but grassless. Its deserted lots and many of its yards are mortally gullied and one of its three cemeteries is an eroded ruin of gravelly clay and toppled tombstones.

DICTATION TESTS

Oral dictation of a series of sentences is an especially effective means of diagnosing students' ability to transcribe language (speech) into writing. Consequently, dictation tests are a particularly effective means for diagnosing capitalization, punctuation, and spelling. The following are provided as examples of sentences designed to test the ability to differentiate between the spelling of honophonous pairs. Similar dictation drills may be found in the Usage File of American English, although any drill requiring students to add punctuation and/or capitalization may automatically be used for dictation.

Write the following sentences from dictation.

1. The two men were too tired to load the metal pipes on their trucks.
2. Sam Stone who was a man of principle was the principal of Bear Creek School.
3. It's part of his plan to see that they're caught with their hands in the cookie jar.
4. Don't desert me in the desert with no food, water, or dessert.

DIAGNOSING ORAL LANGUAGE SKILLS

Emphasis on oral language development is essential to the English program. However, because oral language is not amenable to evaluation by a paper and pencil test, it is often ignored altogether or assessed very informally and infrequently. A teacher may correct a student's grammar in the midst of a class discussion, but such correction may only serve to embarrass the student without reinforcing the development of oral language skills. Certainly, language power implies more than simply correct usage. It implies appropriate and varied word choice, clear enunciation, clear and logical organization and development of ideas, effective delivery, and any number of other things involved in integrating all aspects of an oral performance. A rating scale may be used diagnostically any time during the year for some of the areas of oral language that need to be evaluated. Still other areas may be found in the Oral Presentation Rating Scale of Chapter II.

Word Choice:

Inappropriate to the subject	Sometimes appropriate to the subject	Appropriate to the subject

Comments:

Main Points:

Stated unclearly and imprecisely	Stated somewhat unclearly	Stated clearly and precisely

Comments:

Sentence Structure:

Choppy, repetitious, monotonous	Sometimes varies sentence structure	Smooth, varied

Comments:

Transitions:

Absent or ineffectively used	Occasionally used but sometimes needed	Effectively used for coherence

Comments:

THE DIAGNOSTIC CONFERENCE

When realistically possible, the ideal diagnostic procedure involves a private conference with each student during the first two weeks of school. While large class size usually prohibits implementing such an approach, teachers may want to utilize the conference approach only with small, special classes instead of using pencil and paper tests. Another possibility would be to confer with those students in each class who score low on the multiple-choice diagnostic test. In this way, the teacher can more accurately determine the extent to which the low score is the result of poor reading skills rather than sub-standard speech habits.

Initiate at the conference a separate card file for each student, on which a running record is kept of the student's language successes or failures. First-hand teacher observations as well as voluntary comments by the students about their relative comfort with standard usage should be recorded. Such items as sub-standard usage in speaking and writing, problems in composition in relation to grammatical principles, student's cultural background or language experiences that may relate indirectly to present language successes and failures should be noted. A card similar to the one below could be devised:

STUDENT CARD (Suggested Items)

Name _____

Recognizes

1. Nouns
2. Verbs
3. Adjectives
4. Adverbs
5. Prepositions
6. Intensifiers
7. Connectors
8. Determiners

Recognizes the function of

1. Noun phrases
2. Verb phrases
3. Complements
4.
5.

Can manipulate "acceptable" informal English in speech? In writing?

Specific weaknesses:

to be filled in by teacher

1. (Such as) Use of weak passive in composition
2. Use of inappropriate irregular verbs (such as . . . .)
3. Faulty parallelism in composition
4. Has trouble with spelling

The aim of the conference, of course, is "student-set goals." Students will more likely work toward a goal that they feel they had a part in setting. They must be allowed considerable freedom to determine what they do and the speed in which they do it. A student must first be made "aware" of language differences in order for him to want to develop his ability to use his language effectively in a manner consistent with his own personal goals in life.

During the conference and during everyday contacts with the student the teacher may use some of the following suggestions to evaluate the student in his oral and written language. The teacher is encouraged to make up his own material, as individual differences need to be taken into consideration.

— Use a short simple paragraph and ask students to identify the form-class words or have students identify form-classes in a piece of their own writing.

— Point to certain sentences on the board or in texts and ask students to identify the sentence pattern.

— Ask students to change a statement to a question.

— Ask students to change verb forms in a sentence.

— Ask students to verbalize an idea (such as, mowing the lawn, doing the dishes, the ideal date). Have him identify certain form classes and sentence patterns in his own speech (taped) or writing.

LANGUAGE DIAGNOSTIC TEST - A (7-8)

DIRECTIONS TO THE STUDENTS

This tests your understanding of the English language. It tries to find out (1) how well you understand the way English sentences are constructed, and (2) your knowledge of standard English usage and mechanics.

You will not be expected to know the answer to every question on the test, but you should try to answer all of them.

You will be given forty minutes to take this test. Since there are one hundred (100) items do not spend too much time on any one item. The best procedure to follow is to answer those items you are sure of first. Then, if time permits, go back and try to answer those questions which gave you difficulty.

Every section of the test begins with a heading. Read each heading carefully. Then, when you know what you are to do, you will find some questions to answer.

There is ONLY ONE CORRECT ANSWER to each question.

Here are some Sample Exercises.

Read the following example silently as I read it aloud.

Which of the following sentences has a mistake in capitalization?

a. John walked to the store.
b. how many students are in the class?
c. We went to the beach last summer.
d. Do you want to go to the movies?

Write the letter of the correct answer in the appropriate space on your answer sheet next to Sample 1.

What is the correct answer? Right. The correct answer is "b." Check your answer sheet to see if you had the correct answer. Are there any questions?

Now let's try another Sample Exercise to be sure that you understand what you are to do.

Read the following example silently as I read it aloud.

Which sentence is written CORRECTLY?

e. We don't have nowhere to hide.
f. Sally doesn't know none of the answers.
g. I didn't do nothing.
h. The pirates didn't find anything in the chest.

Write the letter of the correct answer in the appropriate space on the answer sheet next to Sample 2.

What is the correct answer? Right. The correct answer is "h." Check your answer to see if you had the correct answer. Are there any questions?

Now let's try one more Sample Exercise to be sure that you understand what you are to do.

Read the following example silently as I read it aloud.

Which group of words is a grammatically complete sentence?

a. A trip to the moon.
b. Across the street.
c. His father is an astronaut.
d. Shot a wild turkey.

Write the letter of the correct answer in the appropriate space on the answer sheet next to Sample 3.

What is the correct answer? Right. The correct answer is "c." Check your answer to see if you had the correct answer. Are there any questions?

Do not begin the test until I tell you to do so. Remember, all answers are to be recorded on your answer sheets. DO NOT write anything on the test.

LANGUAGE DIAGNOSTIC TEST - LEVEL A

I. MECHANICS

This section tests your understanding of capitalization and punctuation.

1. Which of the following is the CORRECT abbreviation for Regester Avenue?
   a. Regester ave
   b. Regester Ave.
   c. Regester ave.
   d. Regester Ave

2. Which is the CORRECT possessive form of the following sentence?
   The boat belongs to us.
   e. The boat is ours.
   f. The boat is our's.
   g. It is our' boat.
   h. It is ours boat.

3. Which sentence is CORRECTLY punctuated?
   a. You need a pen, a piece of paper, and an eraser to take the test.
   b. You need a pen a piece of paper and an eraser to take the test.
   c. You need a pen, a piece of paper, and an eraser, to take the test.
   d. You need a pen, a piece of paper, and, an eraser to take the test.

4. Which sentence is CORRECTLY punctuated?
   e. Oh I didn't recognize you with your new haircut.
   f. Oh, I didn't recognize you with your new haircut.
   g. Oh I didn't recognize you, with your new haircut.
   h. Oh, I didn't recognize you, with your new haircut.

5. Which is the CORRECT possessive form of the following sentence?
   This work took a whole year to do.
   a. This is a year work.
   b. This is a years work.
   c. This is a years' work.
   d. This is a year's work.

6. What is the CORRECT contraction for the following two words? it is
   e. its
   f. it's
   g. its'
   h. it is

7. Which sentence is punctuated CORRECTLY?
   a. "If you're making a snack," said Joan, "make me one too."
   b. "If you're making a snack" said Joan "make me one too."
   c. "If you're making a snack said Joan make me one too."
   d. If you're making a snack, "said Joan," make me one too.

8. Which sentence is CORRECTLY punctuated?
   e. A small sports car zoomed around the corner and a police car followed close behind.
   f. A small sports car zoomed around the corner and a police car, followed close behind.
   g. A small sports car zoomed around the corner and, a police car followed close behind.
   h. A small sports car zoomed around the corner, and a police car followed close behind.

9. Which sertence is capitalized CORRECTLY?
   a. The YMCA has a huge swimming pool.
   b. There were no recreational facilities at the School.
   c. Ed and Terry are going to Summer Camp.
   d. Our community sponsored the Annual Parade.

10. Which is the CORRECT possessive form of the following sentence?
    The cake belongs to the class.
    e. It is the class cake.
    f. It is the class's cake.
    g. It is the class'es cake.
    h. It is the classes cake.

11. Which sentence is capitalized CORRECTLY?
    a. His cousin was a Methodist.
    b. They built the Synagogue near the river.
    c. The new Church burned down.
    d. The salvation army gave the man a meal.

12. Which of the following is the CORRECT abbreviation for Mister?
    e. mr
    f. mr.
    g. Mr.
    h. Mr

13. Which sentence is capitalized CORRECTLY?
    a. My dog has Fleas.
    b. Come here, Rover.
    c. John's new dog is a Collie.
    d. Dogs are Animals.

14. Which is the CORRECT possessive form of the following sentence?
    e. The cat lost its' collar.
    f. The cat lost it's collar.
    g. The cat lost its collar
    h. The cat lost the cats collar.

15. Which sentence is CORRECTLY punctuated?
    a. Well, what a pleasure to see you here.
    b. Well what a pleasure to see you here.
    c. Well, what a pleasure, to see you here.
    d. Well what a pleasure to see you here.

16. What is the CORRECT contraction for the following two words?
would not
e. wouldn't
f. won't
g. wont
h. would'nt

17. Which sentence is CORRECTLY punctuated?
a. The bright lights and the loud noises frightened the children.
b. The bright lights, and the loud noises frightened the children.
c. The bright lights, and the loud noises, frightened the children.
d. The bright lights and the loud noises, frightened the children.

18. Which is the CORRECT possessive form of the following sentence?
The ball belongs to the children.
e. It is the childrens ball.
f. It is the children ball.
g. It is the children's ball.
h. It is childrens' ball.

19. Which sentence is punctuated CORRECTLY?
a. "The policeman," asked her, "for her license."
b. The policeman, "asked her," for her license.
c. The policeman asked her for her license.
d. The policeman asked her, for her license.

20. Which sentence is CORRECTLY punctuated?
e. "I don't care" Billy muttered under his breath.
f. I don't care Billy muttered under his breath.
g. "I don't care," Billy muttered, "under his breath.
h. "I don't care," Billy muttered under his breath.

21. Which sentence is CORRECTLY punctuated?
a. A bluebird, a robin, and, a sparrow sat on the tree stump.
b. A bluebird a robin and a sparrow sat on the tree stump.
c. A bluebird, a robin, and a sparrow, sat on the tree stump.
d. A bluebird, a robin, and a sparrow sat on the tree stump.

22. Which sentence contains a mistake in capitalisation?
e. In fall the leaves turn brilliant colors.
f. Halloween is in october.
g. We always go to Washington, D. C., in the spring to look at the cherry blossoms.
h. My family went to Europe for a month last year.

23. Which sentence contains a mistake in capitalization?
a. We'll go shopping one day next week.
b. They celebrated their anniversary by going out to dinner.
c. Remember now, tomorrow is party day.
d. Do we have to finish this by monday?

24. Which sentence contains a mistake in capitalization?
    e. Koreans are orientals.
    f. The robin flew over the tree.
    g. Indians lived in America before the white man came.
    h. The law says no one may be discriminated against because of his race.

25. Which sentence contains a mistake in capitalization?
    a. "Can you swim the whole length of the pool?" asked John.
    b. Helen said, "we usually go to the movies on Saturday."
    c. "Do you have another apple?" whispered Ed.
    d. Emily shouted, "We won!"

26. Which sentence contains a mistake in capitalization?
    e. We visited the museum last week.
    f. My family took a ride on an excursion boat.
    g. The young couple had a picnic by the Washington monument.
    h. The new highway goes by our school.

27. Which sentence contains a mistake in capitalization?
    a. "Her skirt," screamed Margie, "is caught in the revolving door!"
    b. The teacher said, "The first team chose the name the Turkeys."
    c. The judge banged his gavel, "order in the court!" he commanded.
    d. "I'm lost," cried the child.

28. Which sentence contains a mistake in capitalization?
    e. I want a pony for christmas.
    f. Are you going on vacation soon?
    g. The holiday wasn't long enough.
    h. Our winter break is too short.

29. Which sentence contains a mistake in capitalization?
    a. Most of the irish that came to the United States settled in cities.
    b. My sister studied chemistry last year.
    c. Japanese tourists stayed in the room next to ours.
    d. Who is your English teacher this year?

30. Which pair of sentences contains a mistake in capitalization?
    e. The man shut the window. His wife was cold.
    f. Bill walked to the store. Mary rode her bike.
    g. My pet turtle Creepy got out of his box. He crawled under the bed.
    h. Watermelons are delicious. persimmons are bitter.

II. USAGE

This section tests your understanding of standard usage.

31. Which sentence contains a double negative?
    a. Mark discovered there weren't any cookies in the package.
    b. Mark discovered there were no cookies in the package.
    c. Mark discovered there weren't no cookies in the package.
    d. Mark discovered there weren't cookies in the package

32. Which form of the modifier completes the sentence CORRECTLY?
John is the _____ of the three boys.
e. taller
f. tallest
g. tall
h. more taller

33. Which form of the modifier completes the sentence CORRECTLY?
His grass is _____ than his neighbors.
a. more greener
b. greenest
c. greener
d. most green

34. Which sentence uses the underlined auxiliary (helper) CORRECTLY?
e. Mary's relatives is coming for dinner.
f. John's club are going to the show.
g. Fred's brother was throwing the ball.
h. Martha's nephews was arriving for the weekend.

35. Which sentence uses the underlined verb CORRECTLY?
a. The baby eat the ice cream.
b. They eats the sandwich.
c. He eats three times a day.
d. Tim eat when his mother tells him.

36. Which pronoun completes the sentence CORRECTLY?
Harry introduced _____ to the new student.
e. her
f. she
g. he
h. they

37. Which pronouns complete the sentence CORRECTLY?
The two captains, _____, chose the teams.
a. he and me
b. he and I
c. him and I
d. him and me

38. Which pronoun completes the sentence CORRECTLY?
_____ has been chosen for the play.
e. Him
f. He
g. I
h. me

39. Which sentence uses the underlined verb CORRECTLY?
a. He have five more papers to sell.
b. She has the book on her desk.
c. It have to be correct.
d. They has your money.

40. Which modifier completes the sentence CORRECTLY?
He is the _____ of all the men.
e. skillfullest
f. more skillful
g. most skillful
h. more skilled

41. Which pronoun completes the sentence CORRECTLY?
His father took _____ on a trip.
a. they
b. she
c. them
d. we

42. In which sentence is the underlined verb used CORRECTLY?
e. He come to my house to borrow something.
f. I will came to see you before you go.
g. The elephant had came to the water hole
h. John comes immediately when his father calls.

43. Which pronouns complete the sentence CORRECTLY?
The teacher caught the two culprits, _____.
a. she and me
b. her and I
c. she and I
d. her and me

44. Which pronoun completes the sentence CORRECTLY?
_____ completed the project on time.
e. We
f. Us
g. them
h. him

45. Which sentence uses the underlined verb CORRECTLY?
a. It were on the shelf.
b. He am the boy who took it.
c. They was there before it started.
d. She is the girl we are talking about.

46. Which sentence contains a double negative?
e. I can't ever remember that poem.
f. I can never remember that poem.
g. I never remember that poem.
h. I can't never remember that poem.

47. In which sentence is the underlined verb NOT used correctly?
a. He does his homework very carefully.
b. She done that very well.
c. Tobby did an interesting thing today.
d. Mary does her chores before watching television.

48. Which sentence does NOT use the underlined auxiliary (helper) correctly?
    e. The pen and book were stolen.
    f. The cat and dog are fighting.
    g. The wallet and watch was taken last night.
    h. He and I were developing a new procedure.

49. Which sentence does NOT use the underlined verb correctly?
    a. John and Louis play the game incorrectly.
    b. Martha and Tim won the match.
    c. Jerry and Ruth catches the ball awkwardly.
    d. Joe and Mark run quickly.

50. Which sentence does NOT use the underlined auxiliary (helper) correctly?
    e. The couple is going to the movies.
    f. The girl is going to the prom.
    g. The child were going to play.
    h. The student was going to the bus stop.

51. In which sentence is the underlined verb NOT used correctly?
    a. They ran all the way home.
    b. He run to his seat every day.
    c. She runs quickly.
    d. We all ran after the robber.

52. Which sentence does NOT use the underlined auxiliary (helper) correctly?
    e. He and I has developed this entire project.
    f. Mary and she had come early.
    g. George and Herb have consented.
    h. Bertha and Bob have seen the test.

53. In which sentence is the underlined word NOT used correctly?
    a. He doesn't like to go to the movies.
    b. The suit doesn't cost much.
    c. His parents don't approve of his company.
    d. He don't like his job.

54. In which sentence is the underlined verb NOT used correctly?
    e. Go get you money.
    f. He go to ask his father's permission.
    g. We went there yesterday.
    h. Shirley goes to her grandmother's every Sunday.

55. In which setnence is the underlined verb NOT used correctly?
    a. We saw him in the drugstore.
    b. I just seen him in the hall.
    c. They see her every morning.
    d. She sees very well from where she is.

III. GRAMMAR

This section tests your understanding of the construction of the sentence.

56. Which is the pattern of the following sentence?
Mother swept the floor.
e. N V
f. N^1 V N^2
g. N^1 V N^1
h. N V Adj.

57. Which sentence shows the CORRECT division between subject and predicate?
a. Johnny walked down the street, across the park,/ and over the hill.
b. Johnny walked down the street,/across the park, and over the hill.
c. Johnny walked/down the street, across the park, and over the hill.
d. Johnny/walked down the street, across the park, and over the hill.

58. Which noun has a noun ending?
e. basket
f. playground
g. sportsmanship
h. laughable

59. In which sentence is a prepositional phrase underlined?
a. The china vase is an antique.
b. Henry has lost his new sweater.
c. The sailors on the submarine waved their hats.
d. The general smoked his new pipe.

60. In which sentence is a prepositional phrase underlined?
e. The train came around the bend.
f. The old man sat quietly.
g. His house has been painted recently.
h. Marcia was wearing a T-chirt and jeans.

61. Which is the pattern of the following sentence?
Diamonds are expensive.
a. N V
b. N^1 V N^2
c. N^1 V N^1
d. N V Adj.

62. Which sentence shows the CORRECT division between subject and predicate?
e. Her green and yellow/hat fell off her head.
f. Her green and yellow hat/fell off her head.
g. Her green and yellow hat fell off/her head.
h. Her green and yellow hat fell/off her head.

63. Which word joins two prepositional phrases in the following sentence?
The book is in the desk or on the bookshelf.
a. is
b. in
c. on
d. or

64. Which underlined word in the following sentence can be called a proper noun?
The gift I gave Betty was an American flag.
e. I
f. Betty
g. gift
h. flag

65. Which noun has the most common plural ending?
a. children
b. alumna
c. crayons
d. portion

66. Which is the pattern of the following sentence?
The baby is crying.
e. N V
f. N^1 V N^2
g. N^1 V N^1
h. N V Adj.

67. Which is the CORRECT negative form of the following sentence?
Some cats can swim.
a. All cats can swim.
b. Some cats try to swim.
c. Cats swim.
d. Some cats can't swim.

68. Which word does NOT have a verb ending?
e. skipping
f. sits
g. played
h. reliable

69. What question does the underlined adverb clause answer?
Paul took a part time job because he needed extra money.
a. who
b. what
c. why
d. when

70. Which underlined verb has an auxiliary (helper)?
e. smiled sweetly
f. He coughed
g. has slipped
h. called to me

71. Which sentence uses the verb is as a linking verb?
a. Bill is a smart cookie.
b. Bill is playing gin rummy.
c. Bill is on the porch.
d. Is Bill going to the beach?

72. In which sentence does the word fast function as a verb?
    e. The pitcher threw a fast ball.
    f. He will fast for three days.
    g. He ran fast around the track.
    h. His fast lasted three days.

73. Which of the following underlined words is a pronoun?
    The umbrella in the hall is mine.
    a. the
    b. in
    c. hall
    d. mine

74. Which is the pattern of the following sentence?
    Those men are prisoners.
    e. N V
    f. N^1V N^2
    g. N^1V N^1
    h. N V Adj.

75. Which word has the most common adverb ending?
    a. slowest
    b. sometime
    c. anywhere
    d. carefully

76. In the following list, which underlined word is an adjective?
    e. this wall
    f. high wall
    g. every wall
    h. the wall

77. Which line contains an intensifier?
    a. soft pretzels
    b. runs smoothly
    c. the first page
    d. very slippery

78. Which underlined noun is marked or identified by a determiner?
    e. thin wire
    f. the wire
    g. wire fence
    h. steel wire

79. Which is the pattern of the following sentence?
    Horses eat hay.
    a. N V
    b. N^1V N^2
    c. N^1V N^1
    d. N V Adj.

80. Which noun is abstract?
    e. bravery
    f. curious
    g. ghost
    h. goldfish

81. What elements are being combined in the following sentence?
Jill sang and Mary danced.
a. subjects
b. prepositional phrases
c. sentences
d. predicates

82. Which is the pattern of the following sentence?
My dad is a firefighter.
e. N V
f. N^1 V N^2
g. N^1 V N^1
h. N V Adj

83. Which underlined word is a pronoun?
Although the mountainside is steep, it is not hard to climb.
a. although
b. is
c. it
d. to

84. Which word may introduce a question that can be answered yes or no?
e. Who
f. Do
g. When
h. How

85. Which question must be answered with yes or no?
a. Where do robins eat worms?
b. When do robins eat worms?
c. Do robins eat worms?
d. What do robins eat?

86. Which underlined group of words is an adverb clause?
e. John grinned as his name was called for the award.
f. His room was a mess but he was too tired to clean it.
g. Camp was fun because all of my friends were there.
h. The lights dimmed as the curtain opened.

87. What question does the underlined adverb clause answer?
Carol listened to the radio while she did her homework at night.
a. When?
b. Where?
c. How?
d. Why?

88. Which is the pattern of the following sentence?
The stew was delicious.
e. N V
f. N^1 V N^2
g. N^1 V N^1
h. N V Adj.

89. Which word is joining two subject nouns in the following sentence?
Mark and Lenny are swimming in the old mill pond.
a. the
b. are
c. in
d. and

90. Which verb has a past ending?
e. taking
f. flies
g. spoken
h. looked

91. Which verb forms its past tense in an irregular way?
a. show
b. eat
c. pick
d. escape

92. Which negative form of the following sentence is CORRECT?
Bob found coins in the chest.
e. Bob found no coins in the chest.
f. Bob should find coins in the chest.
g. Bob can find coins in the chest.
h. Bob found nothing but coins in the chest.

93. Which of the following words can be identified as an adjective by its ending?
a. truly
b. careful
c. goodness
d. sweeping

94. Which sentence contains an adjective within its predicate that modifies the subject noun?
e. The dark cloud disappeared.
f. We saw a dark cloud in the sky.
g. The cloud is dark.
h. There is a dark cloud in the sky.

95. Which sentence contains an auxiliary (helper)?
a. The children played on the slide.
b. My doctor is ill.
c. His sister is drawing his picture.
d. The ship is a freighter.

96. Which is the pattern of the following sentence?
Dogs bark.
e. N V
f. N^1 V N^2
g. N^1 V N^1
h. N V Adj.

97. Which word can be identified as a verb by its ending?
    a. pushy
    b. classify
    c. clearly
    d. story

98. Which line contains an adverb?
    e. fat lady
    f. grew suddenly
    g. is dancing
    h. on trees

99. Which is a grammatically complete sentence?
    a. A book of rules and regulations.
    b. Crept silently through the bushes.
    c. The doctor examined me carefully.
    d. Over and over again.

100. Which is <u>NOT</u> a grammatically complete sentence?
    e. Wipe your feet as you enter.
    f. Who is playing the piano?
    g. Mark painted his bike.
    h. Waiting for his turn to play the game.

Test Objectives Level A	Bloom's Taxonomy	Memory	Comprehension	Application	Analysis	Synthesis	Evaluation
abbreviation	MECHANICS	1,12					
possessives				2,5,10, 14,18			
contractions		6,16					
comma in a series				3,21			
comma to set off introductory element				4,15			
punctuation of quotation				7,19,20			
comma in compound sentence				8,17			
capitalization of proper noun		9,12,13,22, 23,24,26, 28,29		11			
capitalization of initial capitals			25,27,30				
double negative	USAGE	31,46					(31,46)
comparisons of adjectives			32,33,40				
agreement of subject and verb				36,39,42,45, 47,49,51,53, 54,55,35			(36,37,38, 41,43,44)
agreement of subject and auxiliary				34,48,50,52			
case of pronouns					36,37,38,41, 43,44		
sentence patterns	GRAMMAR				56,61,66,74, 79,82,88,96		
transformations			84		67,85,92	(67,85,92)	
characteristics of form class words		58,64,68, 73,75,76, 83,90,93, 97,98,65	71,80		72,91,94		
identification of subject & predicate			57,62				
identification of sentence			99,100				
identification of prepositional phrase			59,60				
identification of structure words		70,77,78	63,81, 89,95				
identification of adverb clauses		69	87	86			

STUDENT ANSWER SHEET

ANSWER KEY - LEVEL A (X indicates correct answer)

Name _____

Sample Box 1: (a) (X) (c) (d)

Section _____

Sample Box 2: (e) (f) (g) (X)

Date _____

Sample Box 3: (a) (b) (X) (d)

Test Level _____

1. (a) (X) (c) (d)	26. (e) (f) (X) (h)	51. (a) (X) (c) (d)	76. (e) (X) (g) (h)
2. (X) (f) (g) (h)	27. (a) (b) (X) (d)	52. (X) (f) (g) (h)	77. (a) (b) (c) (X)
3. (X) (b) (c) (d)	28. (X) (f) (g) (h)	53. (a) (b) (c) (X)	78. (e) (f) (g) (h)
4. (e) (X) (g) (h)	29. (X) (b) (c) (d)	54. (e) (X) (g) (h)	79. (a) (X) (c) (d)
5. (a) (b) (c) (X)	30. (e) (f) (g) (X)	55. (a) (X) (c) (d)	80. (X) (f) (g) (h)
6. (e) (X) (g) (h)	31. (a) (b) (X) (d)	56. (e) (X) (g) (h)	81. (a) (b) (X) (d)
7. (X) (b) (c) (d)	32. (e) (X) (g) (h)	57. (a) (b) (c) (X)	82. (e) (f) (X) (h)
8. (e) (f) (g) (X)	33. (a) (b) (X) (d)	58. (e) (f) (X) (h)	83. (a) (b) (X) (d)
9. (X) (b) (c) (d)	34. (e) (f) (X) (h)	59. (a) (b) (X) (d)	84. (e) (X) (g) (h)
10. (e) (X) (g) (h)	35. (a) (b) (X) (d)	60. (X) (f) (g) (h)	85. (a) (b) (X) (d)
11. (X) (b) (c) (d)	36. (X) (f) (g) (h)	61. (a) (b) (c) (X)	86. (e) (f) (g) (X)
12. (e) (f) (X) (h)	37. (a) (X) (c) (d)	62. (e) (X) (g) (h)	87. (X) (b) (c) (d)
13. (a) (X) (c) (d)	38. (e) (X) (g) (h)	63. (a) (b) (c) (X)	88. (e) (f) (g) (X)
14. (e) (f) (X) (h)	39. (a) (X) (c) (d)	64. (e) (X) (g) (h)	89. (a) (b) (c) (X)
15. (X) (b) (c) (d)	40. (e) (f) (X) (h)	65. (a) (b) (X) (d)	90. (e) (f) (g) (X)
16. (X) (f) (g) (h)	41. (a) (b) (X) (d)	66. (X) (f) (g) (h)	91. (a) (X) (c) (d)
17. (X) (b) (c) (d)	42. (e) (f) (g) (X)	67. (a) (b) (c) (X)	92. (X) (f) (g) (h)
18. (e) (f) (X) (g)	43. (a) (b) (c) (X)	68. (e) (f) (g) (X)	93. (a) (X) (c) (d)
19. (a) (b) (X) (d)	44. (X) (f) (g) (h)	69. (a) (b) (X) (d)	94. (e) (f) (X) (h)
20. (e) (f) (g) (X)	45. (a) (b) (c) (X)	70. (e) (f) (X) (h)	95. (a) (b) (X) (d)
21. (a) (b) (c) (X)	46. (e) (f) (g) (X)	71. (X) (b) (c) (d)	96. (X) (f) (g) (h)
22. (e) (X) (g) (h)	47. (a) (X) (c) (d)	72. (e) (X) (g) (h)	97. (a) (X) (c) (d)
23. (a) (b) (c) (X)	48. (e) (f) (X) (h)	73. (a) (b) (c) (X)	98. (e) (X) (g) (h)
24. (X) (f) (g) (h)	49. (a) (b) (X) (d)	74. (e) (f) (X) (h)	99. (a) (b) (X) (d)
25. (a) (X) (c) (d)	50. (e) (f) (X) (h)	75. (a) (b) (c) (X)	100. (e) (f) (g) (X)

STUDENT ANSWER SHEET

Sample 1: (a) (b) (c) (d)

Sample 2: (e) (f) (g) (h)

Sample 3: (a) (b) (c) (d)

Name _____

Section _____

Date _____

Test Level _____

1. (a) (b) (c) (d)
2. (e) (f) (g) (h)
3. (a) (b) (c) (d)
4. (e) (f) (g) (h)
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84. (e) (f) (g) (h)
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95. (a) (b) (c) (d)
96. (e) (f) (g) (h)
97. (a) (b) (c) (d)
98. (e) (f) (g) (h)
99. (a) (b) (c) (d)
100. (e) (f) (g) (h)

LANGUAGE DIAGNOSTIC TEST - B (9-10)

DIRECTIONS TO THE STUDENTS

This tests your understanding of the English language. It tries to find out (1) how well you understand the way English sentences are constructed, and (2) your knowledge of standard English usage and mechanics.

You will not be expected to know the answer to every question on the test, but you should try to answer all of them.

You will be given forty minutes to take this test. Since there are one hundred (100) items do not spend too much time on any one item. The best procedure to follow is to answer those items you are sure of first. Then, if time permits, go back and try to answer those questions which gave you difficulty.

Every section of the test begins with a heading. Read each heading carefully. Then, when you know what you are to do, you will find some questions to answer.

There is ONLY ONE CORRECT ANSWER to each question.

Here are some Sample Exercises.

Read the following example silently as I read it aloud.

Which of the following sentences has a mistake in capitalization?

a. John walked to the store.
b. how many students are in the class?
c. We went to the beach last summer.
d. Do you want to go to the movies?

Write the letter of the correct answer in the appropriate space on your answer sheet next to Sample 1.

What is the correct answer? Right. The correct answer is "b." Check your answer sheet to see if you had the correct answer. Are there any questions?

Now let's try another Sample Exercise to be sure that you understand what you are to do.

Read the following example silently as I read it aloud.

Which sentence is written CORRECTLY?

e. We don't have nowhere to hide.
f. Sally doesn't know none of the answers.
g. I didn't do nothing.
h. The pirates didn't find anything in the chest.

Write the letter of the correct answer in the appropriate space on the answer sheet next to Sample 2.

What is the correct answer? Right. The correct answer is "h." Check your answer to see if you had the correct answer. Are there any questions?

Now let's try one more Sample Exercise to be sure that you understand what you are to do.

Read the following example silently as I read it aloud.

Which group of words is a grammatically complete sentence?

a. A trip to the moon.
b. Across the street.
c. His father is an astronaut.
d. Shot a wild turkey.

Write the letter of the correct answer in the appropriate space on the answer sheet next to Sample 3.

What is the correct answer? Right. The correct answer is "c." Check your answer to see if you had the correct answer. Are there any questions?

Do not begin the test until I tell you to do so. Remember, all answers are to be recorded on your answer sheets. DO NOT write anything on the test.

LANGUAGE DIAGNOSTIC TEST - LEVEL B

I. MECHANICS

This section tests your understanding of capitalization and punctuation.

1. Which is the CORRECT possessive form of the following sentence?
   The books belong to the boys.
   a. These are the boys' books.
   b. These are the boy's books.
   c. These are the boys's books.
   d. These are the boys books.

2. Which of the following sentences is punctuated CORRECTLY?
   e. Bill asked "If I were going to the concert"
   f. Bill asked "if I were going to the concert."
   g. Bill asked if I were going to the concert.
   h. Bill asked if I were going to the concert

3. Which of the following sentences is punctuated CORRECTLY?
   a. Everyone should bring the following items. a raincoat, an umbrella, and boots.
   b. Everyone should bring the following items, a raincoat, an umbrella and boots.
   c. Everyone should bring the following items: a raincoat, an umbrella, and boots.
   d. Everyone should bring the following items a raincoat; an umbrella, and boots.

4. Which of the following sentences is punctuated CORRECTLY?
   e. If Bill comes with us, will you come too?
   f. If Bill comes with us will you come too.
   g. If Bill comes with us, will you come too.
   h. If Bill comes with us, will you come too

5. Which of the following sentences is punctuated CORRECTLY?
   a. Unaware of the danger ahead the detective rounded the corner
   b. Unaware of the danger ahead, the detective rounded the corner.
   c. Unaware of the danger, ahead the detective rounded the corner.
   d. Unaware, of the danger ahead the detective rounded the corner.

6. Which of the following sentences is capitalized CORRECTLY?
   e. I like to go to memorial Stadium to watch football games in the fall.
   f. Ellen and Bill tried out for the local Little League baseball team.
   g. Janet was the high scorer on her Intramural Basketball Team.
   h. I wish I had tickets to at least one world series game!

7. Which of the following sentences is punctuated CORRECTLY?
   a. Before the guests arrived, we had to polish the silver wax the floor and wash the windows.
   b. Before the guests arrived, we had to polish the silver wax the floor, and wash the windows.
   c. Before the guests arrived, we had to polish the silver, wax the floor, and wash the windows.
   d. Before the guests arrived, we had to polish the silver, wax the floor, and, wash the windows.

8. Which of the following sentences is capitalized CORRECTLY?
   e. Most people are either Liberal or Conservative in their politics.
   f. Most registered voters are Democrats.
   g. We learn how our Government operates in social studies classes.
   h. The Republican Party had its last Convention in Kansas City.

9. Which of the following sentences is punctuated CORRECTLY?
   a. If too many people come with us said John there won't be enough room in the car.
   b. "If too many people come with us." said John, "There won't be enough room in the car."
   c. "If too many people come with us," said John, "there won't be enough room in the car."
   d. If too many people come with us, "said John," there won't be enough room in the car.

10. Which is the CORRECT plural form?
   e. 1960s
   f. 1960's
   g. 1960s'
   h. 1960es

11. Which of the following sentences is punctuated CORRECTLY?
   a. If we get good grades in English, our grades in other subjects might improve too.
   b. If we get good grades in English our grades in other subjects might improve, too.
   c. If we get good grades in English our grades in other subjects might improve too
   d. If we get good grades in English, our grades in other subjects might improve too

12. Which of the following sentences is punctuated CORRECTLY?
   e. According to the results of the poll, most people go to the beach for their vacation.
   f. According to the results, of the poll most people go to the beach for their vacation.
   g. According to the results of the poll most people, go to the beach for their vacation.
   h. According to the results of the poll most people go to the beach, for their vacation.

13. Which of the following sentences is punctuated CORRECTLY?
   a. Langston Hughes wrote a poem entitled "Dreams."
   b. Langston Hughes wrote a poem entitled Dreams.
   c. Langston Hughes wrote a poem entitled Dreams.
   d. Langston Hughes wrote a poem entitled (Dreams).

14. Which of the following sentences is capitalized CORRECTLY?
   e. Outlaws often terrorized the Old West.
   f. The viking is only one of many spaceships the United States has used for exploration.
   g. The closest planet to the sun is mercury.
   h. The pilgrims arrived at plymouth rock in 1620.

15. Which of the following sentences is punctuated CORRECTLY?
    a. Our puppy, the smallest dog on the block, bit the mailman.
    b. Our puppy the smallest dog on the block, bit the mailman.
    c. Our puppy the smallest dog on the block bit the mailman.
    d. Our puppy, the smallest dog on the block bit the mailman.

16. Which of the following sentences is punctuated CORRECTLY?
    e. Your answers as a matter of fact are very thorough.
    f. Your answers as a matter of fact, are very thorough.
    g. Your answers, as a matter of fact are very thorough.
    h. Your answers, as a matter of fact, are very thorough.

17. Which is the CORRECT possessive form of the following sentence?
    The policy of the SPCA is to protect animals.
    a. The SPCAs policy is to protect animals.
    b. The SPCAS policy is to protect animals.
    c. The SPCA'S policy is to protect animals.
    d. The SPCA's policy is to protect animals.

18. Which of the following sentences is punctuated CORRECTLY?
    e. Gone with the Wind is a novel about the Old South.
    f. Gone with the Wind is a novel about the Old South.
    g. "Gone with the Wind" is a novel about the Old South.
    h. (Gone with the Wind) is a novel about the Old South.

19. Which of the following is punctuated CORRECTLY?
    a. Eddie asked if anyone wanted to go camping next weekend.
    b. Eddie asked, "If anyone wanted to go camping next weekend?"
    c. "Eddie asked if anyone wanted to go camping next weekend."
    d. Eddie asked if anyone wanted to go camping next weekend?

20. Which is the CORRECT possessive form of the following sentence?
    e. It is the bosses office.
    f. It is the boss's office.
    g. It is the boss'es office.
    h. It is the boss office.

21. Which of the following is punctuated CORRECTLY?
    a. Mr. Harris the principal of our school, conducted opening exercises.
    b. Mr. Harris, the principal, of our school conducted opening exercises.
    c. Mr. Harris the principal of our school conducted opening exercises.
    d. Mr. Harris, the principal of our school, conducted opening exercises.

22. Which of the following sentences is punctuated CORRECTLY?
    e. Jill exclaimed, "What an enormous diamond."
    f. Jill exclaimed, "What an enormous diamond"
    g. Jill exclaimed, "What an enormous diamond!"
    h. Jill exclaimed, "What an enormous diamond?"

23. Which is the CORRECT possessive form of the following sentence?
    This sweater could belong to anyone.
    a. This could be anyone's sweater.
    b. This could be anyones sweater.
    c. This could be anyones' sweater.
    d. This could be anyone' sweater.

24. Which of the following sentences is punctuated CORRECTLY?
    e. The Corvette, squealed around the corner jumped the curb and slammed into the telephone pole.
    f. The Corvette squealed around the corner, jumped the curb, and slammed into the telephone pole.
    g. The Corvette squealed around the corner jumped the curb and slammed into the telephone pole.
    h. The Corvette squealed around the corner jumped the curb, and slammed into the telephone pole.

25. Which of the following sentences is punctuated CORRECTLY?
    a. Halt, or I'll shoot?
    b. Halt, or I'll shoot:
    c. Halt, or I'll shoot!
    d. Halt, or I'll shoot.

26. Which of the following sentences has a mistake in capitalization?
    e. All of my friends went to the concert last night.
    f. Aunt Josephine wants us to come to her house for Thanksgiving.
    g. Rebecca didn't think her brother could run as fast as she could.
    h. When is grandfather going to take me swimming?

27. Which of the following lines contains a mistake in capitalization?
    a. The Declaration of Independence was signed on July 4, 1776.
    b. The supreme court is the highest court in our country.
    c. The Constitution is a famous document.
    d. The Bill of Rights guarantees certain rights for all Americans.

28. Which of the following sentences has a mistake in capitalization?
    e. The sign over the door read "Bureau of Recreation and Parks."
    f. We read the story, "The Most Dangerous Game", in class last week.
    g. The name of my favorite song is "Smoke On The Water."
    h. My sister gave me a farewell to arms to read on vacation.

29. Which of the following sentences contains a mistake in capitalization?
    a. Most of the population of the United States is concentrated in the northeast.
    b. People used to believe there was intelligent life on Mars.
    c. Plants grow well in that window because it has a southern exposure.
    d. Margie read the whole book during her vacation.

30. Which of the following sentences is NOT punctuated correctly?
    e. My new address is 3522 Choptank Avenue.
    f. He was born on April 23, 1962.
    g. The new factory will be built in Cockeysville Maryland.
    h. On June 6, 1974, we moved to Detroit, Michigan.

II. USAGE

This section tests your understanding of standard usage.

31. Which sentence contains a double negative?
    a. We will never do that again.
    b. We won't ever do that again.
    c. We won't never do that again.
    d. We won't do that again.

32. Which pronouns complete the sentence CORRECTLY?
Father took _____ to the baseball game.
e. he and she
f. him and she
g. he and her
h. him and her

33. Which modifier completes the sentence CORRECTLY?
We found _____ shoes last year than we did this year.
a. good
b. best
c. gooder
d. better

34. Which pronouns complete the sentence CORRECTLY?
_____ went on the field trip.
e. We girls and them
f. Us girls and them
g. Us girls and they
h. We girls and they

35. Which pronouns complete the sentence CORRECTLY?
Tom told _____ that we should not argue.
a. we boys and he
b. us boys and him
c. We boys and him
d. us boys and he

36. Which modifier completes the sentence CORRECTLY?
Of the three players, Mark tackles _____.
e. more aggressive
f. more aggressively
g. most aggressively
h. most aggressive

37. Which pronouns complete the sentence CORRECTLY?
The teacher asked _____ to collect the materials
a. he and her
b. he and she
c. him and her
d. him and she

38. Which pronouns complete the sentence CORRECTLY?
Mother asked the two boys, _____.
e. he and me
f. he and I
g. him and me
h. him and I

39. Which form of the modifier completes the sentence CORRECTLY?
Our class is _____ than the other class.
a. noisy
b. noisiest
c. noisier
d. more noisier

40. In which sentence is their used CORRECTLY?
    e. No one had their project ready.
    f. Everybody was taking their time.
    g. Both of the men had their equipment.
    h. Anyone may give their report.

41. Which pronouns complete the sentence CORRECTLY?
    _____ spent the night camping.
    a. We boys and them
    b. Us boys and they
    c. Us boys and them
    d. We boys and they

42. Which pronouns complete the sentence CORRECTLY?
    The three students, _____, were sent to the principal's office.
    e. him, her and me
    f. he, she and I
    g. he, her and me
    h. him, her and I

43. Which pronouns complete the sentence CORRECTLY?
    Ray told _____ about his war experiences.
    a. us boys and him
    b. we boys and him
    c. we boys and he
    d. us boys and he

44. Which pronouns complete the sentence CORRECTLY?
    _____ finished painting the fence.
    e. Us and them
    f. We and they
    g. We and them
    h. Us and they

45. Which modifier completes the sentence CORRECTLY?
    He is _____ in English than I am.
    a. worser
    b. badder
    c. worse
    d. worst

46. Which pronouns complete the sentence CORRECTLY?
    The two pilots, _____, flew the planes?
    e. him and me
    f. him and I
    g. he and me
    h. he and I

47. Which pronouns complete the sentence CORRECTLY?
    _____ are in the same club.
    a. Her and me
    b. She and me
    c. She and I
    d. Her and I

48. Which pronouns complete the sentence CORRECTLY?
_____ have been waiting for two hours.
e. He and me
f. Him and me
g. He and I
h. Him and I

49. Which underlined verb is used CORRECTLY?
a. The balloon bursted in his hand.
b. Don't do that or it will burst.
c. Yesterday, he busted the balloon.
d. We don't buy them because they bust too easily.

50. Which sentence contains a double negative?
e. Our parents don't take us anywhere.
f. Our parents never take us anywhere.
g. Our parents don't take us nowhere.
h. Our parents take us nowhere.

51. Which sentence does NOT use the underlined auxiliary (helper) correctly?
a. Lewis and Michael was going to Ocean City.
b. He and I were finishing the project.
c. The money and jewelry were taken by the thief.
d. Judy and Dennis are planning the trip.

52. Which sentence does NOT use the underlined modifier correctly?
e. Elain can run faster.
f. She can't possibly run faster than I.
g. She runs the fastest of all of us.
h. She certainly runs fastly.

53. Which underlined verb is NOT used correctly?
a. He went to see his sick friend.
b. Lucy is going to the party.
c. She goes there every Tuesday.
d. Mark has went there before.

54. In which sentence is the underlined verb NOT correct?
e. There is several students waiting for you.
f. There are too many people at the party.
g. There is a boy waiting in the car.
h. There are children at the movie.

55. Which sentence is NOT correct?
a. You may go if you get permission.
b. Joe could have left if he had finished early.
c. I would help if I didn't have a broken arm.
d. John could of won the game if he hadn't struck out.

56. Which sentence is NOT correct?
e. I didn't tell the teacher nothing.
f. I didn't tell the teacher anything.
g. I didn't tell the teacher.
h. I didn't say anything to the teacher.

57. Which underlined verb is NOT used correctly?
    a. He threw the ball to the first baseman.
    b. I throws the ball to the first baseman.
    c. Always throw the ball to the first baseman.
    d. The ball was thrown to the first baseman.

58. Which sentence is NOT correct?
    e. Someone has lost his notebook.
    f. Each of the boys had his hat and glove.
    g. All the dogs were next to his own masters.
    h. Does everyone have his pencil?

59. Which sentence does NOT use the underlined auxiliary (helper) correctly?
    a. Yes, we did leave the party early.
    b. He done all of his chores on time.
    c. Mary does work very hard.
    d. I do climb very quickly.

60. Which auxiliary (helper) is NOT used correctly?
    e. Everybody in the house was afraid.
    f. Someone was shouting for more.
    g. Each of the boys are planning to go.
    h. Everyone of the trees has been destroyed.

61. Which underlined verb is NOT used correctly?
    a. Shirley writes very clearly.
    b. He has wrote the entire paper in pencil.
    c. I write with a felt tip pen.
    d. We have been writing for two hours.

III. GRAMMAR

This section tests your understanding of the construction of the sentence.

62. Which is the pattern of the following sentence?
    Our dog ran across the street.
    e. N V
    f. N^1V N^1
    g. N^1V N^2
    h. N be Adv.

63. Which sentence means the same as the following sentence?
    A hundred men are in the class.
    a. Are there a hundred men in the class?
    b. There are a hundred men in the class.
    c. A hundred men are not in the class.
    d. A hundred men are joining the class.

64. Which is the pattern of the following sentence?
    Bob bought Linda a puppy.
    e. N^1V N^2
    f. N^1V N^1
    g. N^1V N^2N^3
    h. N V Adj.

65. Which word is the subject noun in the following sentence?
My dentist filled two of my teeth.
a. my
b. dentist
c. two
d. teeth

66. Which is the pattern of the following sentence?
The monkey in the trees threw coconuts at us.
e. N V
f. $N^1V\ N^2N3$
g. $N^1V\ N^2$
h. $N^1V\ N^1$

67. In which sentence does the underlined word modify a noun?
a. The cat is chasing a mouse.
b. Were you listening carefully?
c. You should be making more money.
d. A spinning top amuses our cat.

68. Which phrase contains a determiner?
e. dirty rug
f. red tag
g. some toys
h. match box

69. Which pronoun is the plural form of he?
a. they
b. we
c. his
d. you

70. Which word could NOT logically join the following two sentences?
John will attend the party.
Sarah will attend the party.
e. or
f. nor
g. so
h. and

71. Which underlined words are auxiliary (helping) verbs?
That door should not have been opened.
a. That and should
b. should and have
c. That and have
d. all of the above

72. Which word most logically connects the following two sentences?
The dance was cancelled.
Not enough tickets were sold.
e. whose
f. which
g. until
h. because

73. In the phrase, over the prison wall, which word is the preposition?
    a. over
    b. the
    c. prison
    d. wall

74. What is the complete predicate of the following sentence?
    The flags on that building represent all the Latin American countries.
    e. represent all the Latin American countries
    f. all the Latin American countries
    g. The flags on that building
    h. on that building

75. Which underlined noun is part of a prepositional phrase?
    My brother and his friend are the youngest scouts in their troop.
    a. brother
    b. friend
    c. scouts
    d. troop

76. Which is the pattern of the following sentence?
    The students in the first row are the winners of the essay contest.
    e. N V
    f. N^1V N^2N^3
    g. N^1V N^1
    h. N be Adv.

77. Which word is the subject of the following sentence?
    Stand next to your sister.
    a. your
    b. you
    c. stand
    d. sister

78. Which is the pattern of the following sentence?
    The weather grew cold.
    e. N_1V
    f. N^1V N^1
    g. N V Adj.
    h. N be Adv.

79. Which underlined word is a pronoun?
    a. Every person applauded loudly.
    b. These are my best strawberries.
    c. That lemon is very sweet.
    d. Two stores are closed.

80. Which word is the verb in the following sentence?
    These suits should have been reduced for the sale.
    e. These
    f. suits
    g. reduced
    h. for

81. In which sentence is the word stone being used as a modifier?
    a. The stone wall is crumbling.
    b. Did the crowd stone the thief.
    c. Throw a stone across the stream.
    d. The stone contained tiny pieces of quartz.

82. Which line does NOT contain a determiner?
    e. small child
    f. two answers
    g. your sled
    h. a person

83. Which word can be used to introduce an adjective (relative) clause?
    a. if
    b. who
    c. so
    d. since

84. Which underlined word is an auxiliary (helper)?
    e. We had an unusually smooth ride.
    f. Has Bob read your speech?
    g. That bird is a great swimmer.
    h. The detective has not solved the crime.

85. Which word is the intensifier in the following sentence?
    The formal gardens are especially beautiful along the lake.
    a. formal
    b. are
    c. especially
    d. beautiful

86. What is the subject of the following sentence?
    A lone rider appeared on the crest of the hill.
    e. on the crest of the hill
    f. on the crest
    g. a lone rider
    h. appeared on the crest

87. Which underlined group of words is an adverbial clause?
    a. After signing the paper, John went home.
    b. After class, meet me in the library.
    c. After all, what difference does it make?
    d. After we ate lunch, we played tennis.

88. What is the pattern of the following sentence?
    The band is here.
    e. N^1 V N^2
    f. N be Adv.
    g. N V Adj.
    h. N V

89. Which underlined word is a possessive pronoun?
    a. All items are too expensive.
    b. My brother plays golf.
    c. This chair is broken.
    d. Some are missing.

90. Which word completes the following list of determiners: this, that, these, _____?
    e. them
    f. their
    g. there
    h. those

91. In which sentence does the underlined word modify a noun?
    a. Bill has <u>taken</u> a bath.
    b. The <u>broken</u> cup was repaired.
    c. Mother was <u>shaken</u> by the accident.
    d. Have you <u>spoken</u> to Alice recently?

92. Which is the pattern of the following sentence?
    My notebook is heavy.
    e. $N^1V\ N^1$
    f. N be Adj.
    g. $N^1V\ N^2$
    h. N be Adv.

93. Which of the underlined words is a noun?
    <u>His</u> <u>honesty</u> was <u>greatly</u> <u>admired</u>.
    a. his
    b. honesty
    c. greatly
    d. admired

94. Which is the pattern of the following sentence?
    Dad gave the waitress a tip for her excellent service.
    e. N V
    f. $N^1V\ N^2$
    g. $N^1V\ N^2N^3$
    h. $N^1V\ N^1$

95. Which word is an adjective in the following sentence?
    <u>Did</u> Mary <u>fall</u> <u>on</u> the <u>slippery</u> pavement?
    a. did
    b. fall
    c. on
    d. slippery

96. Which sentence contains an adjective (relative) clause?
    e. That shirt on the dresser is yours.
    f. That is very clear.
    g. Is that your answer?
    h. The sandwich that nobody claimed was delicious.

97. Which word is an intensifier in the following sentence?
    <u>We</u> are having <u>unusually</u> <u>cool</u> weather <u>for</u> June.
    a. we
    b. unusually
    c. cool
    d. for

98. Which word could logically combine the following two sentences?
George served as our guide.
He is a native of Hawaii.
e. which
f. how
g. that
h. although

99. In which sentence is the word around being used as a preposition?
a. The top spun around and around.
b. We stopped and looked around.
c. Everybody crowded around.
d. The cab drove around the block.

100. Which group of underlined words is an adverb clause?
e. For two cents, I'd give up.
f. We quit for an argument was about to start.
g. This spoon is used for stirring large batches of soup.
h. I bought that chair for five dollars.

Test Objectives Level B	Bloom's Taxonomy	Memory	Comprehension	Application	Analysis	Synthesis	Evaluation
possessives & plural	MECHANICS			1,10, 17, 20,23			
comma convention		30					
comma, introductory element		4		5,12			
terminal punctuation				2,4,11, 22,25			
quotation marks				2,9, 13,19			
underlining				18			
commas, appositives				15,21			
comma series				7,24			
comma interrupters				16			
capitalization		6,8,14,26, 27,28,29					
colon				3			
double negative	USAGE	31,49,55					(31,49,55)
comparisons of adjectives			33,39,45				(33,39,45)
comparisons of adverbs			36,51				(36,51)
agreement of subject and auxiliary				50,59,60			
agreement of subject and verb				52,53,56,57 58,61 54			
case of pronouns					32,34,37,38, 40,41,42,43, 44,46,47,48		
sentence patterns	GRAMMAR				62,64,66,76, 78,88,92,94		
transformations					63	63	
characteristics of form class words		65,79,80,89, 93,95	67		69,75,81,91		
identification of structure words		68,70,71,72, 73,82,84,85, 97,99			90	70,72,83, 85,98	
identification of subject & predicate				74,77,86			
characteristics of clauses					87,96,100		

STUDENT ANSWER SHEET

ANSWER KEY - LEVEL B (X indicates correct answers) Name _____

Sample Box 1: (a) (X) (c) (d) Section _____

Sample Box 2: (e) (f) (g) (X) Date _____

Sample Box 3: (a) (b) (X) (d) Test Level _____

1. (X) (b) (c) (d)	26. (e) (f) (g) (X)	51. (X) (b) (c) (d)	76. (e) (f) (X) (h)
2. (e) (f) (X) (h)	27. (a) (X) (c) (d)	52. (e) (f) (g) (X)	77. (a) (X) (c) (d)
3. (a) (b) (X) (d)	28. (e) (f) (g) (X)	53. (a) (b) (c) (X)	78. (e) (f) (X) (h)
4. (X) (f) (g) (h)	29. (X) (b) (c) (d)	54. (X) (f) (g) (h)	79. (a) (X) (c) (d)
5. (a) (X) (c) (d)	30. (e) (f) (X) (h)	55. (a) (b) (c) (X)	80. (e) (f) (X) (h)
6. (e) (X) (g) (h)	31. (a) (b) (X) (d)	56. (X) (f) (g) (h)	81. (X) (b) (c) (d)
7. (a) (b) (X) (d)	32. (e) (f) (g) (X)	57. (a) (X) (c) (d)	82. (X) (f) (g) (h)
8. (e) (X) (g) (h)	33. (a) (b) (c) (X)	58. (e) (f) (X) (h)	83. (a) (X) (c) (d)
9. (a) (b) (X) (d)	34. (e) (f) (g) (X)	59. (a) (X) (c) (d)	84. (e) (X) (g) (h)
10. (e) (X) (g) (h)	35. (a) (X) (c) (d)	60. (e) (f) (X) (h)	85. (a) (b) (X) (d)
11. (X) (b) (c) (d)	36. (e) (f) (X) (h)	61. (a) (X) (c) (d)	86. (e) (f) (X) (h)
12. (X) (f) (g) (h)	37. (a) (b) (X) (d)	62. (X) (f) (g) (h)	87. (a) (b) (c) (X)
13. (X) (b) (c) (d)	38. (e) (f) (X) (h)	63. (a) (X) (c) (d)	88. (e) (X) (g) (h)
14. (X) (f) (g) (h)	39. (a) (b) (X) (d)	64. (e) (f) (X) (h)	89. (a) (X) (c) (d)
15. (X) (b) (c) (d)	40. (e) (f) (X) (h)	65. (a) (X) (c) (d)	90. (e) (f) (g) (X)
16. (e) (f) (g) (X)	41. (a) (b) (c) (X)	66. (e) (f) (X) (h)	91. (a) (X) (c) (d)
17. (a) (b) (c) (X)	42. (e) (X) (g) (h)	67. (a) (b) (c) (X)	92. (e) (X) (g) (h)
18. (e) (X) (g) (h)	43. (X) (b) (c) (d)	68. (e) (f) (X) (h)	93. (a) (X) (c) (d)
19. (X) (b) (c) (d)	44. (e) (X) (g) (h)	69. (X) (b) (c) (d)	94. (e) (f) (X) (h)
20. (e) (X) (g) (h)	45. (a) (b) (X) (d)	70. (e) (X) (g) (h)	95. (a) (b) (c) (X)
21. (a) (b) (c) (X)	46. (e) (f) (g) (X)	71. (a) (X) (c) (d)	96. (e) (f) (g) (X)
22. (e) (f) (X) (h)	47. (a) (b) (X) (d)	72. (e) (f) (g) (X)	97. (a) (X) (c) (d)
23. (X) (b) (c) (d)	48. (e) (f) (X) (h)	73. (X) (b) (c) (d)	98. (e) (f) (g) (X)
24. (e) (X) (g) (h)	49. (a) (X) (c) (d)	74. (X) (f) (g) (h)	99. (a) (b) (c) (X)
25. (a) (b) (X) (d)	50. (e) (f) (X) (h)	75. (a) (b) (c) (X)	100. (e) (X) (g) (h)

STUDENT ANSWER SHEET

Name _____

Sample 1: (a) (b) (c) (d)

Section _____

Sample 2: (e) (f) (g) (h)

Date _____

Sample 3: (a) (b) (c) (d)

Test Level _____

1. (a) (b) (c) (d)	26. (e) (f) (g) (h)	51. (a) (b) (c) (d)	76. (e) (f) (g) (h)
2. (e) (f) (g) (h)	27. (a) (b) (c) (d)	52. (e) (f) (g) (h)	77. (a) (b) (c) (d)
3. (a) (b) (c) (d)	28. (e) (f) (g) (h)	53. (a) (b) (c) (d)	78. (e) (f) (g) (h)
4. (e) (f) (g) (h)	29. (a) (b) (c) (d)	54. (e) (f) (g) (h)	79. (a) (b) (c) (d)
5. (a) (b) (c) (d)	30. (e) (f) (g) (h)	55. (a) (b) (c) (d)	80. (e) (f) (g) (h)
6. (e) (f) (g) (h)	31. (a) (b) (c) (d)	56. (e) (f) (g) (h)	81. (a) (b) (c) (d)
7. (a) (b) (c) (d)	32. (e) (f) (g) (h)	57. (a) (b) (c) (d)	82. (e) (f) (g) (h)
8. (e) (f) (g) (h)	33. (a) (b) (c) (d)	58. (e) (f) (g) (h)	83. (a) (b) (c) (d)
9. (a) (b) (c) (d)	34. (e) (f) (g) (h)	59. (a) (b) (c) (d)	84. (e) (f) (g) (h)
10. (e) (f) (g) (h)	35. (a) (b) (c) (d)	60. (e) (f) (g) (h)	85. (a) (b) (c) (d)
11. (a) (b) (c) (d)	36. (e) (f) (g) (h)	61. (a) (b) (c) (d)	86. (e) (f) (g) (h)
12. (e) (f) (g) (h)	37. (a) (b) (c) (d)	62. (e) (f) (g) (h)	87. (a) (b) (c) (d)
13. (a) (b) (c) (d)	38. (e) (f) (g) (h)	63. (a) (b) (c) (d)	88. (e) (f) (g) (h)
14. (e) (f) (g) (h)	39. (a) (b) (c) (d)	64. (e) (f) (g) (h)	89. (a) (b) (c) (d)
15. (a) (b) (c) (d)	40. (e) (f) (g) (h)	65. (a) (b) (c) (d)	90. (e) (f) (g) (h)
16. (e) (f) (g) (h)	41. (a) (b) (c) (d)	66. (e) (f) (g) (h)	91. (a) (b) (c) (d)
17. (a) (b) (c) (d)	42. (e) (f) (g) (h)	67. (a) (b) (c) (d)	92. (e) (f) (g) (h)
18. (e) (f) (g) (h)	43. (a) (b) (c) (d)	68. (e) (f) (g) (h)	93. (a) (b) (c) (d)
19. (a) (b) (c) (d)	44. (e) (f) (g) (h)	69. (a) (b) (c) (d)	94. (e) (f) (g) (h)
20. (e) (f) (g) (h)	45. (a) (b) (c) (d)	70. (e) (f) (g) (h)	95. (a) (b) (c) (d)
21. (a) (b) (c) (d)	46. (e) (f) (g) (h)	71. (a) (b) (c) (d)	96. (e) (f) (g) (h)
22. (e) (f) (g) (h)	47. (a) (b) (c) (d)	72. (e) (f) (g) (h)	97. (a) (b) (c) (d)
23. (a) (b) (c) (d)	48. (e) (f) (g) (h)	73. (a) (b) (c) (d)	98. (e) (f) (g) (h)
24. (e) (f) (g) (h)	49. (a) (b) (c) (d)	74. (e) (f) (g) (h)	99. (a) (b) (c) (d)
25. (a) (b) (c) (d)	50. (e) (f) (g) (h)	75. (a) (b) (c) (d)	100. (e) (f) (g) (h)

A-84

LANGUAGE DIAGNOSTIC TEST - C (11-12)

DIRECTIONS TO THE STUDENTS

This tests your understanding of the English language. It tries to find out (1) how well you understand the way English sentences are constructed, and (2) your knowledge of standard English usage and mechanics.

You will not be expected to know the answer to every question on the test, but you should try to answer all of them.

You will be given forty minutes to take this test. Since there are one hundred (100) items do not spend too much time on any one item. The best procedure to follow is to answer those items you are sure of first. Then, if time permits, go back and try to answer those questions which gave you difficulty.

Every section of the test begins with a heading. Read each heading carefully. Then, when you know what you are to do, you will find some questions to answer.

There is ONLY ONE CORRECT ANSWER to each question.

Here are some Sample Exercises.

Read the following example silently as I read it aloud.

Which of the following sentences has a mistake in capitalization?

a. John walked to the store.
b. how many students are in the class?
c. We went to the beach last summer.
d. Do you want to go to the movies?

Write the letter of the correct answer in the appropriate space on your answer sheet next to Sample 1.

What is the correct answer? Right. The correct answer is "b." Check your answer sheet to see if you had the correct answer. Are there any questions?

Now let's try another Sample Exercise to be sure that you understand what you are to do.

Read the following example silently as I read it aloud.

Which sentence is written CORRECTLY?

e. We don't have nowhere to hide.
f. Sally doesn't know none of the answers.
g. I didn't do nothing.
h. The pirates didn't find anything in the chest.

Write the letter of the correct answer in the appropriate space on the answer sheet next to Sample 2.

What is the correct answer? Right. The correct answer is "h." Check your answer to see if you had the correct answer. Are there any questions?

Now let's try one more Sample Exercise to be sure that you understand what you are to do.

Read the following example silently as I read it aloud.

Which group of words is a grammatically complete sentence?

a. A trip to the moon.
b. Across the street.
c. His father is an astronaut.
d. Shot a wild turkey.

Write the letter of the correct answer in the appropriate space on the answer sheet next to Sample 3.

What is the correct answer? Right. The correct answer is "c." Check your answer to see if you had the correct answer. Are there any questions?

Do not begin the test until I tell you to do so. Remember, all answers are to be recorded on your answer sheets. DO NOT write anything on the test.

LANGUAGE DIAGNOSTIC TEST - LEVEL C

I. MECHANICS

This section tests your understanding of capitalization and punctuation.

1. Which sentence is punctuated CORRECTLY?
   a. John asked, "Didn't Benjamin Franklin say, 'A penny saved is a penny earned'?"
   b. John asked didn't Benjamin Franklin say, "A penny saved is a penny earned."?
   c. John asked "Didn't Benjamin Franklin say, A penny saved is a penny earned."
   d. John asked "Didn't Benjamin Franklin say, 'A penny saved is a penny earned.'?"

2. Which sentence is punctuated CORRECTLY?
   e. My family has a subscription to Time magazine.
   f. Have you read "Huckleberry Finn"?
   g. There are stacks and stacks of "comic books" down in the basement.
   h. The poem Birches was written by Robert Frost.

3. Which sentence is punctuated CORRECTLY?
   a. It was Descartes who said, "I think; therefore, I am."
   b. It was Descartes who said "I think; therefore, I am."
   c. It was Descartes who said, "I think, therefore, I am."
   d. It was Descartes who said; "I think, therefore, I am."

4. Which is the CORRECT possessive form of the following sentence?
   His grade for this semester was a B.
   e. His semester's grade was a B.
   f. His semesters' grade was a B.
   g. His semesters grade was a B.
   h. His semester grade was a B.

5. Which sentence is punctuated CORRECTLY?
   a. Martin Luther King Jr. was assassinated in April, 1968.
   b. Martin Luther King,Jr. was assassinated in April, 1968.
   c. Martin Luther King Jr. was assassinated in April 1968.
   d. Martin Luther King, Jr. was assassinated in April 1968.

6. Which is the CORRECT possessive form of the following sentence?
   Oliver Twist was written by Charles Dickens.
   e. Oliver Twist is a Charles Dickens novel.
   f. Oliver Twist is one of Charles Dickens novels.
   g. Oliver Twist is one of Charles Dickens' novels.
   h. Oliver Twist is one of Charles Dicken's novels.

7. Which sentence is punctuated CORRECTLY?
   a. He walked all the way to the top of Mt. Snow, where he found an abandoned cabin.
   b. He walked all the way to the top of Mt. Snow: where he found an abandoned cabin.
   c. He walked all the way to the top of Mt. Snow where he found an abandoned cabin.
   d. He walked all the way to the top of Mt. Snow; where he found an abandoned cabin.

8. Which sentence is punctuated CORRECTLY?
   e. "I'm not sure", said Bill, "if I read The Raven last year."
   f. "I'm not sure said Bill if I read "The Raven" last year."
   g. "I'm not sure, said Bill, "if I read 'The Raven' last year."
   h. "I'm not sure," said Bill, "if I read 'The Raven' last year."

9. Which sentence is punctuated CORRECTLY?
   a. The prisoners marched in formation: the sound of their chains echoed in the courtyard.
   b. The prisoners marched in formation the sound of their chains echoed in the courtyard.
   c. The prisoners marched in formation; the sound of their chains echoed in the courtyard.
   d. The prisoners marched in formation, the sound of their chains echoed in the courtyard.

10. Which sentence is punctuated CORRECTLY?
   e. Was it Martin Luther King who said, "I have a dream"?
   f. Was it Martin Luther King who said, "I have a dream."?
   g. Was it Martin Luther King who said, "I have a dream?"
   h. Was it Martin Luther King who said, "I have a dream".

11. Which sentence is punctuated CORRECTLY?
   a. The building: if it could still be called a building: was twisted and deformed after the earthquake.
   b. The building; if it could still be called a building; was twisted and deformed after the earthquake.
   c. The building, if it could still be called a building, was twisted and deformed after the earthquake.
   d. The building if it could still be called a building was twisted and deformed after the earthquake.

12. Which sentence is capitalized CORRECTLY?
   e. The First Voyage to the New World was long and arduous.
   f. The most popular war in our history was world war two.
   g. Cities grew rapidly during the Industrial Revolution.
   h. Immigration restrictions were imposed in the 1880's by the gentleman's agreement.

13. Which sentence is punctuated CORRECTLY?
   a. Rumbling down the mountain, the avalanche leveled everything in its path.
   b. Rumbling down the mountain; the avalanche leveled everything in its path.
   c. Rumbling down the mountain: the avalanche leveled everything in its path.
   d. Rumbling down the mountain the avalanche leveled everything in its path.

14. Which sentence is punctuated CORRECTLY?
   e. The large wall clock, whose hands moved slowly, loomed above the restless workers.
   f. The large wall clock; whose hands moved slowly; loomed above the restless workers.
   g. The large wall clock; whose hands moved slowly, loomed above the restless workers.
   h. The large wall clock whose hands moved slowly loomed above the restless workers.

15. Which sentence is punctuated CORRECTLY?
    a. Have you seen the movie version of "The Sound of Music?"
    b. Have you seen the movie version of "The Sound of Music"?
    c. Have you seen the movie version of The Sound of Music?
    d. Have you seen the movie version of The Sound of Music?

16. Which sentence is punctuated CORRECTLY?
    e. As the only soldier left alive, he had only one choice—to surrender.
    f. As the only soldier left alive, he had only one choice, to surrender.
    g. As the only soldier left alive, he had only one choice...to surrender.
    h. Both e and g

17. Which sentence is punctuated CORRECTLY?
    a. The concert began at 7:00; however, we didn't arrive until 7:30.
    b. The concert began at 7:00; however; we didn't arrive until 7:30.
    c. The concert began at 7:00, however, we didn't arrive until 7:30.
    d. The concert began at 7:00, however we didn't arrive until 7:30.

18. Which is the CORRECT abbreviation for United Nations International Children's Emergency Fund?
    e. UNICEF
    f. unicef
    g. U.N.I.C.E.F.
    h. UNICEF.

19. Which sentence is punctuated CORRECTLY?
    a. The scientist asked, "when the experiment would begin?"
    b. The scientist asked when the experiment would begin.
    c. "The scientist asked when the experiment would begin?"
    d. The scientist asked when the experiment would begin?

20. Which sentence is punctuated CORRECTLY?
    e. "That cough of yours," said the doctor, "Could be something serious."
    f. "That cough of yours," said the doctor, "could be something serious."
    g. "That cough of yours" said the doctor "could be something serious."
    h. "That cough of yours, said the doctor, could be something serious."

21. Which sentence is punctuated CORRECTLY?
    a. Tours through the museum are usually made up of three kinds of groups: teachers, students, and mothers, ambassadors, dignitaries, and elected officials, and ministers and parishoners.
    b. Tours through the museum are usually made up of three kinds of groups; teachers, students, and mothers; ambassadors, dignitaries, and elected officials; and ministers and parishoners.
    c. Tours through the museum are usually made up of three kinds of groups: teachers, students, and mothers; ambassadors, dignitaries, and elected officials; and ministers and parishoners.
    d. Tours through the museum are usually made up of three kinds of groups: teachers, students, and mothers—ambassadors, dignitaries, and elected officials—and ministers and parishoners.

22. Which sentence is capitalized CORRECTLY?
    e. We read The Catcher in the Rye last year.
    f. We read The Catcher In The Rye last year.
    g. We read the Catcher in the Rye last year.
    h. We read The catcher in the Rye last year.

23. Which sentence is punctuated CORRECTLY?
    a. John Denver, who has sold millions of records, is appearing at the Civic Center.
    b. John Denver who has sold millions of records is appearing at the Civic Center.
    c. John Denver who has sold millions of records, is appearing at the Civic Center.
    d. John Denver, who has sold millions of records is appearing at the Civic Center.

24. Which sentence is punctuated CORRECTLY?
    e. "Don't skate over there! The ice is cracking!" cried Janice.
    f. "Don't skate over there!" "The ice is cracking," cried Janice.
    g. "Don't skate over there! The ice is cracking" cried Janice.
    h. "Don't skate over there! The ice is cracking cried Janice."

25. Which sentence is punctuated CORRECTLY?
    a. The young girl galloped toward the meadow hair flying and jacket flapping.
    b. The young girl galloped toward the meadow, hair flying and jacket flapping.
    c. The young girl galloped toward the meadow, hair flying, and jacket flapping.
    d. The young girl galloped toward the meadow hair flying, and jacket flapping.

26. Which is the CORRECT abbreviation for millimeter?
    e. mm.
    f. MM.
    g. m.m.
    h. M.M.

27. Which sentence is punctuated CORRECTLY?
    a. Yes, Virginia, there is a Santa Claus.
    b. Yes, Virginia there is a Santa Claus.
    c. Yes Virginia, there is a Santa Claus.
    d. Yes Virginia there is a Santa Claus.

28. Which sentence is punctuated CORRECTLY?
    e. Houses that have a front porch are rapidly disappearing.
    f. Houses, that have a front porch, are rapidly disappearing.
    g. Houses that have a front porch, are rapidly disappearing.
    h. Houses, that have a front porch are rapidly disappearing.

29. Which sentence is punctuated CORRECTLY?
    a. Alex asked, "Did you hear mother say Don't go near the water?"
    b. Alex asked, "Did you hear mother say Don't go near the water."?
    c. Alex asked, "Did you hear mother say, 'Don't go near the water'?"
    d. Alex asked, "Did you hear mother say, 'Don't go near the water?'"

30. Which sentence is capitalized CORRECTLY?
    e. We had new England clam chowder for lunch.
    f. We studied the art of french cooking in night school.
    g. Did you ever study a Foreign Language?
    h. The American flag is a powerful symbol.

31. Which sentence contains a MISTAKE in capitalization?
    a. Women who wear the latest Parisian fashions are considered up-to-date.
    b. We visited the Grand Canyon on our vacation.
    c. Literature and art were strongly affected by the victorian age.
    d. We walked all the way to the top of that mountain.

32. Which sentence contains a MISTAKE in capitalization?
    e. My mother belongs to the League of Women Voters.
    f. The young couple stayed in an expensive hotel on their honeymoon.
    g. All bills originate in the house of representatives.
    h. My brother attends the Community College of Baltimore.

33. Which sentence contains a MISTAKE in capitalization?
    a. The President of the United States lives in the White House.
    b. The ancient Greeks worshipped many different gods and goddesses.
    c. Richard wrote to Senator Smith asking him to speak at commencement.
    d. Atheists do not believe god exists.

II. USAGE

This section tests your understanding of standard usage.

34. Which sentence is CORRECT?
    e. Of the three, the second one is the more elaborate.
    f. Of the two colors, green is the more appropriate.
    g. Between the two boys, he is the most sincere.
    h. Of the two, this one is the most useful.

35. Which sentence does NOT use the underlined pronouns CORRECTLY?
    a. Between them and us, there is no love lost.
    b. Between you and I, I am not very confident.
    c. Between him and her, there is a strong friendship.
    d. Between him and them, there is animosity.

36. Which sentence is CORRECT?
    e. This is a nice day, wasn't it?
    f. John came in first, and the first person he sees is Ruth.
    g. We wandered around the camp, and then we went into our tents.
    h. We started it and he finishes it.

37. Which sentence is CORRECT?
    a. He was nowheres to be found.
    b. His report was nowhere near as good as hers.
    c. Her project was not nearly as good as Martha's.
    d. They were not nowhere in the auditorium.

38. Which sentence is CORRECT?
    e. He hadn't hardly caught his breath when he had to start again.
    f. There wasn't hardly enough time to finish.
    g. There was hardly enough room for the luggage.
    h. He couldn't hardly expect to be chosen.

39. Which underlined word is CORRECT?
    a. He has given hisself a vacation.
    b. We will do it ourself.
    c. I made myself a banana split.
    d. While cooking on the stove, they burned theirselves.

40. Which sentence is CORRECT?
    e. They hadn't ought to have done that.
    f. He hadn't ought to said that.
    g. They had ought to arrive shortly.
    h. She ought not to be so cruel.

41. In which sentence is the underlined verb CORRECT?
    a. When it becomes too hot, we rise the window.
    b. He raise the window to let air in.
    c. We raised the window just a little.
    d. Shirley has risen the window every morning.

42. Which sentence is CORRECT?
    e. A zebra is when a horse has stripes.
    f. A storm is when you have thunder, lightning and rain.
    g. Two o'clock is when we expect you to arrive.
    h. A basketball is when you dribble and shoot it in the basket.

43. Which sentence is CORRECT?
    a. They invited we boys and we girls to go with them.
    b. They invited us boys and we girls to go with them.
    c. They invited us boys and us girls to go with them.
    d. They invited we boys and us girls to go with them.

44. In which is the underlined verb CORRECT?
    e. When mother calls, we have risen immediately.
    f. We always rise early in the morning.
    g. John raised at eight o'clock.
    h. Mary has raised promptly every morning.

45. Which pronouns complete the sentence CORRECTLY?
    Tom told _____ that we needed to agree.
    a. we boys and him
    b. us boys and he
    c. we boys and he
    d. us boys and him

46. Which pronouns complete the sentence CORRECTLY?
    Ralph gave _____ the entire package.
    e. her, he and I
    f. she, he and me
    g. her, him and me
    h. she, him and I

47. In which sentence is the underlined verb CORRECT?
    a. Mary sat the table for her mother.
    b. He will sit the book on the desk.
    c. They have sat in the same place the entire semester.
    d. He has sat the table for his mother.

48. Which pronouns complete the sentence CORRECTLY?
    The three players, _____, were thrown out of the game.
    e. he, her and me
    f. him, her and I
    g. him, her and me
    h. he, she and I

49. Which sentence is CORRECT?
    a. That kind of toothpaste has a good taste.
    b. We were sort of sorry we missed the party.
    c. That sort of a problem is the most difficult.
    d. This kind of a story is the most interesting.

50. Identify the sentence that is CORRECT?
    e. The cast were ready for the performance.
    f. The orchestra play with vigor.
    g. The crew is prepared to sail.
    h. The audience were in a happy mood.

51. In which sentence is the underlined verb CORRECT?
    a. He sits the trash down every evening.
    b. Joe set the book on the fireplace.
    c. Cindy sat the bat on the rack.
    d. George has sat the groceries on the dining room table.

52. Which sentence is NOT correct?
    e. John, as well as the other players, were on the team bus.
    f. Mary, together with her four sisters, is going to the play.
    g. Learning English, in addition to other foreign languages, was a very difficult task.
    h. Building a boat, together with my other activities, is very time consuming.

53. Which underlined word is NOT used correctly?
    a. The effect on the people will be tremendous.
    b. The teacher's threat had effected the class.
    c. He refuses to let it affect him.
    d. The problem will affect everyone.

54. Which underlined word is NOT correct?
    e. Since every one of the students was afraid of failing, the teacher reassured him.
    f. Neither Nancy nor Mary has completed her assignment.
    g. When boys and girls first enter school, they find studying very difficult.
    h. Many of the politicians were trying to win votes for their respective parties.

55. Which underlined word is NOT used correctly?
    a. He will accept the award at the banquet.
    b. Everybody is here except Ruth and Harry.
    c. Every door accept the front door was repaired.
    d. Everything was finished except the final page.

56. In which sentence is the underlined word NOT correct?
    e. John was very bad today.
    f. She looks bad.
    g. The Colts played badly.
    h. He writes bad.

57. In which sentence is the underlined verb NOT correct?
    a. He lay down yesterday.
    b. The man laid the bricks in the corner.
    c. The workers have laid the cornerstone.
    d. Lay down for a few minutes.

58. Which sentence is NOT correct?
    e. The boy which is in the third row is absent.
    f. The book which you were using is gone.
    g. The men who are repairing the road are employed by the city.
    h. Terrance, who just moved in, will be there.

59. Which underlined word is NOT used correctly?
    a. Every man, woman and child are now involved in stopping pollution.
    b. Each of the men is at the proper place.
    c. All of the students are to be involved.
    d. Either of the stories is a good one.

60. Which underlined word is NOT used correctly?
    e. We will have to do it all together.
    f. Altogether, there were forty people.
    g. They were all together in the room.
    h. The chorus was singing altogether.

61. Which sentence is NOT correct?
    a. Him leaving so early was no surprise.
    b. Her acting leaves a lot to be desired.
    c. My coughing disturbed the class.
    d. Our laughing upset him.

62. In which sentence is the underlined verb NOT correct?
    e. Lay the basket in the corner.
    f. Maria has lain on the sofa quite often.
    g. We laid the kittens in the basket.
    h. Did he lay down?

63. Which sentence is NOT correct?
    a. He wanted that watch very much.
    b. They were very anxious to get it.
    c. Tim wanted the new bike very much.
    d. She wanted to go in the worst way.

64. Which underlined word is NOT correct?
    e. They are only concerned with theirselves.
    f. He hurt himself on the diving board.
    g. The bird was giving itself a bath.
    h. When he walked in, I was talking to myself.

65. Which underlined word is NOT used correctly?
    a. Before buying something, look it over good.
    b. He is a very good student.
    c. The car is working well after he fixed it.
    d. If he rests, he will be well soon.

66. Which underlined word is NOT used correctly?
    e. He is the man whose house was burglarized.
    f. She is the one who's going with us.
    g. If we do that, whose to decide which way it will be done.
    h. Who's going to tell us how to do the long range project?

67. Which sentence is NOT correct?
    a. He fell off the rock.
    b. She took it off of him to give to me.
    c. They borrowed the books from the library.
    d. Take it from the living room and put it in the kitchen.

68. In which sentence is the underlined word NOT used correctly?
    e. You're the one they have been trying to reach.
    f. Is this your pen?
    g. Put you're pens and pencils on the desk.
    h. If your parents are coming, please let me know.

69. Which underlined word is CORRECT?
    a. They gave the present to there parents.
    b. We gave they're books to them.
    c. Their were many people waiting to get in.
    d. Children gave their donations willingly.

70. Which underlined word is NOT used correctly?
    e. Whom did you recommend for the nomination?
    f. Who do you think did all the decorating?
    g. Whom did you have in mind for the promotion?
    h. Who should we take this problem to?

71. In which sentence are the underlined words NOT correct?
    a. We need those kinds of notebooks.
    b. This kind of hammer will not do.
    c. That kind of thinking will cause harm.
    d. These kind of cars are the cheapest.

III. GRAMMAR

This section tests your understanding of the construction of a sentence.

72. Which is the pattern of the following sentence?
    The fish in my aquarium are swimming behind the filter.
    e. N V
    f. $N^1V\ N^2$
    g. $N^1V\ N^1$
    h. $N^1V\ N^2N^3$

73. In which sentence does the infinitive modify a noun?
    a. The audience wanted to believe.
    b. His desire to please won him many friends.
    c. To win is his sole ambition.
    d. Does Michelle like to drive?

74. In which sentence is a gerund phrase used to rename the complete subject?
    e. Cutting classes is a dangerous practice.
    f. The boy tried standing at attention on one foot.
    g. Greg's job is patrolling the West Gate.
    h. After smiling sweetly, Violet panicked znd ran from the stage.

75. In which sentence does the lexical subject come before the predicate verb?
    a. There are many cowards among us.
    b. Where were my sunglasses?
    c. Here are all your old friends.
    d. The room was uncomfortably warm.

76. In which sentence does the underlined prepositional phrase answer <u>when</u>?
    e. The flowers <u>in the garden</u> are blooming.
    f. Mother served iced tea <u>to our guests</u>.
    g. <u>Before rehearsal</u> we tried on our costumes.
    h. Your shirts are <u>on the dresser</u>.

77. Which group of words from the following sentence is a participial phrase?
    Sitting in a circle about the fire were six Indian chiefs.
    a. about the fire
    b. sitting in a circle about the fire
    c. in a circle about the fire
    d. were six Indian chiefs

78. Which is the pattern of the following sentence?
    Your nose feels cold.
    e. N V
    f. N V Adj.
    g. N be Adv.
    h. $N^1 V N^2$

79. Which sentence transforms the verb in the following sentence from active to passive voice?
    Jane studied French in high school.
    a. Jane has studied French in high school.
    b. Jane was studying French in high school.
    c. French is a subject that Jane studied in high school.
    d. French was studied by Jane in high school.

80. Which group of underlined words is <u>NOT</u> an adjective clause?
    e. The reason <u>he missed the last question</u> is obvious.
    f. People <u>who think like that</u> are fools.
    g. Mr. Langdon, <u>whom everybody trusted</u>, turned out to be a crook.
    h. The wind, <u>whipping through the valley</u>, tore off the roof of our cabin.

81. Which group of underlined words is an adverb clause?
    a. <u>After school</u> we played baseball.
    b. <u>After the guest speaker was seated</u>, the band played "America the Beautiful."
    c. <u>After spending my entire allowance</u>, I went home.
    d. <u>After skiing</u>, the instructor went into the lodge.

82. Which of the following is NOT a grammatically complete sentence?
    e. After the crowds had dispersed and the equipment was put away.
    f. Then the fire spread to the other bank.
    g. I quit.
    h. Follow the directions carefully.

83. Which is the pattern of the following sentence?
    The artist called the Mona Lisa a masterpiece.
    a. $N^1V\ N^2$
    b. $N^1V\ N^2N^3$
    c. $N^1V\ N^1$
    d. $N^1V\ N^2N^2$

84. Which group of underlined words is a noun clause?
    e. Americans did not know that the Japanese were planning an attack on Pearl Harbor.
    f. That kind of motor is very efficient.
    g. The bridge that crosses the gorge was made by Indians.
    h. That's the latest news from Europe.

85. Which is the pattern of the following sentence?
    Christmas is here!
    a. N_1V
    b. $N^1V\ N^1$
    c. N be Adv.
    d. N be Adj.

86. Which noun clause is the direct object of the verb?
    e. Why George is so stubborn is beyond me.
    f. Mother knew when Bob was lying.
    g. My belief is that he forged the signature.
    h. The fear that he might be killed kept John from jumping.

87. Which is the pattern of the following sentence?
    Ron is the vice-president of the senior class.
    a. N_1V
    b. $N^1V\ N^2$
    c. $N^1V\ N^1$
    d. $N^1V\ N^2N^3$

88. Which group of underlined words is an adjective clause?
    e. foul smelling cigar
    f. a piece of cherry pie
    g. the apples baking in the oven
    h. glue that dries quickly

89. In which sentence does the underlined prepositional phrase modify a noun?
    a. The goldfish swam around in circles.
    b. Billy fell flat on his face.
    c. The children cried during the thunderstorm.
    d. Mother bought a fresh bag of potato chips.

90. Which is the pattern of the following sentence?
    The jury found the man guilty.
    e. $N^1V\ N^2$
    f. $N^1V\ N^2$Adj.
    g. $N^1V\ N^2N^2$
    h. $N^1V\ N^2N3$

91. Which sentence is in passive voice?
    a. Greg mows lawns after school.
    b. Mustard and ketchup were on each table.
    c. The sign on the fence warned trespassers.
    d. On every table was placed a centerpiece of pink and white carnations.

92. In which sentence does the adverb clause answer why?
    e. When the hurricane struck, it washed away most of our beach.
    f. I couldn't take the job because I was still attending college.
    g. Although strawberries are delicious, they always give me a rash.
    h. Everyone laughed when she sang off key.

93. Which sentence is in passive voice?
    a. Hamburgers and french fries are sold here.
    b. Roses in May are beautiful and fragrant.
    c. Dad usually reads the paper from cover to cover.
    d. Clowns are his favorite performers.

94. In which sentence is the underlined participle being used as a modifier?
    e. Smoke rose from the charred ruins.
    f. Several different pieces of material were chosen.
    g. Has he pushed the right buttons?
    h. He hasn't taken a bath in weeks.

95. Which is the pattern of the following sentence?
    The men tried to rescue the trapped miners.
    a. N V
    b. $N^1V\ N^2$
    c. $N^1V\ N^1$
    d. $N^1V\ N^2N^3$

96. In which sentence is the infinitive phrase the complete subject of the sentence?
    e. To postpone the meeting would be unwise.
    f. The team tried to beat their old record.
    g. Jim's ambition, to be a good policeman, was a reasonable one.
    h. John wanted to examine every car on the lot.

97. Which of the following is a grammatically complete sentence?
    a. Serving as a referee for both teams.
    b. Whenever we visit New England in October.
    c. Very little to see from this point.
    d. Please give me your attention.

98. Which is the pattern of the following sentence?
    The hunter shot two mallard ducks before noon.
    e. N V
    f. $N^1V\ N^2$
    g. $N^1V\ N^2N^3$
    h. $N^1V\ N^1$

99. Which is the pattern of the following sentence?
Her hobby is making jewelry from shells.
a. N V
b. $N^1V\ N^1$
c. $N^1V\ N^2$
d. $N^1V\ N^2N^3$

100. In which sentence does the underlined word function as a nominal?
e. Her new <u>skating</u> outfit is dark blue.
f. Jerry is <u>skating</u> across the lake.
g. Mike enjoys <u>skating</u> more than any other sport.
h. Mark and Bill have been <u>skating</u> all afternoon.

Test Objectives Level C / Bloom's Taxonomy		Memory	Comprehension	Application	Analysis	Synthesis	Evaluation
possessives	MECHANICS			4,6			
abbreviations		18,26					
punctuation convention		2,5					
quotations				1,8,19,20 24,29			
dash				16			
semi-colon				3,9,17,21			
colon							
comma series							
comma intro phrase of terminal group				7,13,25,27			
comma, internal interrupter				11,14,23,28			
terminal punctuation				10,15			
capitalization		12,22,30, 31,32,33					
pronouns and and determiners	USAGE			35,43,45, 46,49	39,48,58, 61,64,66, 68,70,71		
referrent agreement				54,69			
subject-verb agreement				50,52,59			
use of adverb adjective		63,40		56,38, 42,65	34,65,60		(56)
use of verb			53,55	36,41,44,47, 51,57,62			
double negative				37,38			37,38
transformations	GRAMMAR				91	79,93	
characteristics of form class words				93	73,75,94, 100		
identification of sentence				82,97			
characteristics of clauses				84	80,81,86, 88,92		
characteristics of phrases				77,89,96	74,76		
sentence patterns					72,78,82,83, 85,87,90,95, 98,99		

STUDENT ANSWER SHEET

ANSWER KEY - LEVEL C (X indicates correct answers)

Name _____

Sample Box 1: (a) (X) (c) (d)

Section _____

Sample Box 2: (e) (f) (g) (X)

Date _____

Sample Box 3: (a) (b) (X) (d)

Test Level _____

1. (X) (b) (c) (d)	26. (X) (f) (g) (h)	51. (a) (X) (c) (d)	76. (e) (f) (X) (h)
2. (X) (f) (g) (h)	27. (X) (b) (c) (d)	52. (X) (f) (g) (h)	77. (a) (X) (c) (d)
3. (X) (b) (c) (d)	28. (X) (f) (g) (h)	53. (a) (X) (c) (d)	78. (e) (X) (g) (h)
4. (X) (f) (g) (h)	29. (a) (b) (X) (d)	54. (X) (f) (g) (h)	79. (a) (b) (c) (X)
5. (a) (X) (c) (d)	30. (e) (f) (g) (X)	55. (a) (b) (X) (d)	80. (e) (f) (g) (X)
6. (e) (f) (X) (h)	31. (a) (b) (X) (d)	56. (e) (f) (g) (X)	81. (a) (X) (c) (d)
7. (X) (b) (c) (d)	32. (e) (f) (X) (h)	57. (a) (b) (c) (X)	82. (X) (f) (g) (h)
8. (e) (f) (g) (X)	33. (a) (b) (c) (X)	58. (X) (f) (g) (h)	83. (a) (b) (c) (X)
9. (a) (b) (X) (d)	34. (e) (X) (g) (h)	59. (X) (b) (c) (d)	84. (X) (f) (g) (h)
10. (X) (f) (g) (h)	35. (a) (X) (c) (d)	60. (e) (f) (g) (X)	85. (a) (b) (X) (d)
11. (a) (b) (X) (d)	36. (e) (f) (X) (h)	61. (X) (b) (c) (d)	86. (e) (X) (g) (h)
12. (e) (f) (X) (h)	37. (a) (b) (X) (d)	62. (e) (f) (g) (X)	87. (a) (b) (X) (d)
13. (X) (b) (c) (d)	38. (e) (f) (X) (h)	63. (a) (b) (c) (X)	88. (e) (f) (g) (X)
14. (X) (f) (g) (h)	39. (a) (b) (X) (d)	64. (X) (f) (g) (h)	89. (a) (b) (c) (X)
15. (a) (b) (X) (d)	40. (e) (f) (g) (X)	65. (X) (b) (c) (d)	90. (e) (X) (g) (h)
16. (e) (f) (g) (X)	41. (a) (b) (X) (d)	66. (e) (f) (X) (h)	91. (a) (b) (c) (X)
17. (X) (b) (c) (d)	42. (e) (f) (X) (h)	67. (a) (X) (c) (d)	92. (e) (X) (g) (h)
18. (X) (f) (g) (h)	43. (a) (b) (X) (d)	68. (e) (f) (X) (h)	93. (X) (b) (c) (d)
19. (a) (X) (c) (d)	44. (e) (X) (g) (h)	69. (a) (b) (c) (X)	94. (X) (f) (g) (h)
20. (e) (X) (g) (h)	45. (a) (b) (c) (X)	70. (e) (f) (g) (X)	95. (a) (X) (c) (d)
21. (a) (b) (X) (d)	46. (e) (f) (X) (h)	71. (a) (b) (c) (X)	96. (X) (f) (g) (h)
22. (X) (f) (g) (h)	47. (a) (b) (X) (d)	72. (X) (f) (g) (h)	97. (a) (b) (c) (X)
23. (X) (b) (c) (d)	48. (e) (f) (g) (X)	73. (a) (X) (c) (d)	98. (e) (X) (g) (h)
24. (X) (f) (g) (h)	49. (X) (b) (c) (d)	74. (e) (f) (X) (h)	99. (a) (X) (c) (d)
25. (a) (X) (c) (d)	50. (e) (f) (X) (h)	75. (a) (b) (c) (X)	100. (e) (f) (X) (h)

A-101

STUDENT ANSWER SHEET

Sample 1: (a) (b) (c) (d)

Sample 2: (e) (f) (g) (h)

Sample 3: (a) (b) (c) (d)

Name _____

Section _____

Date _____

Test Level _____

1. (a) (b) (c) (d)	26. (e) (f) (g) (h)	51. (a) (b) (c) (d)	76. (e) (f) (g) (h)
2. (e) (f) (g) (h)	27. (a) (b) (c) (d)	52. (e) (f) (g) (h)	77. (a) (b) (c) (d)
3. (a) (b) (c) (d)	28. (e) (f) (g) (h)	53. (a) (b) (c) (d)	78. (e) (f) (g) (h)
4. (e) (f) (g) (h)	29. (a) (b) (c) (d)	54. (e) (f) (g) (h)	79. (a) (b) (c) (d)
5. (a) (b) (c) (d)	30. (e) (f) (g) (h)	55. (a) (b) (c) (d)	80. (e) (f) (g) (h)
6. (e) (f) (g) (h)	31. (a) (b) (c) (d)	56. (e) (f) (g) (h)	81. (a) (b) (c) (d)
7. (a) (b) (c) (d)	32. (e) (f) (g) (h)	57. (a) (b) (c) (d)	82. (e) (f) (g) (h)
8. (e) (f) (g) (h)	33. (a) (b) (c) (d)	58. (e) (f) (g) (h)	83. (a) (b) (c) (d)
9. (a) (b) (c) (d)	34. (e) (f) (g) (h)	59. (a) (b) (c) (d)	84. (e) (f) (g) (h)
10. (e) (f) (g) (h)	35. (a) (b) (c) (d)	60. (e) (f) (g) (h)	85. (a) (b) (c) (d)
11. (a) (b) (c) (d)	36. (e) (f) (g) (h)	61. (a) (b) (c) (d)	86. (e) (f) (g) (h)
12. (e) (f) (g) (h)	37. (a) (b) (c) (d)	62. (e) (f) (g) (h)	87. (a) (b) (c) (d)
13. (a) (b) (c) (d)	38. (e) (f) (g) (h)	63. (a) (b) (c) (d)	88. (e) (f) (g) (h)
14. (e) (f) (g) (h)	39. (a) (b) (c) (d)	64. (e) (f) (g) (h)	89. (a) (b) (c) (d)
15. (a) (b) (c) (d)	40. (e) (f) (g) (h)	65. (a) (b) (c) (d)	90. (e) (f) (g) (h)
16. (e) (f) (g) (h)	41. (a) (b) (c) (d)	66. (e) (f) (g) (h)	91. (a) (b) (c) (d)
17. (a) (b) (c) (d)	42. (e) (f) (g) (h)	67. (a) (b) (c) (d)	92. (e) (f) (g) (h)
18. (e) (f) (g) (h)	43. (a) (b) (c) (d)	68. (e) (f) (g) (h)	93. (a) (b) (c) (d)
19. (a) (b) (c) (d)	44. (e) (f) (g) (h)	69. (a) (b) (c) (d)	94. (e) (f) (g) (h)
20. (e) (f) (g) (h)	45. (a) (b) (c) (d)	70. (e) (f) (g) (h)	95. (a) (b) (c) (d)
21. (a) (b) (c) (d)	46. (e) (f) (g) (h)	71. (a) (b) (c) (d)	96. (e) (f) (g) (h)
22. (e) (f) (g) (h)	47. (a) (b) (c) (d)	72. (e) (f) (g) (h)	97. (a) (b) (c) (d)
23. (a) (b) (c) (d)	48. (e) (f) (g) (h)	73. (a) (b) (c) (d)	98. (e) (f) (g) (h)
24. (e) (f) (g) (h)	49. (a) (b) (c) (d)	74. (e) (f) (g) (h)	99. (a) (b) (c) (d)
25. (a) (b) (c) (d)	50. (e) (f) (g) (h)	75. (a) (b) (c) (d)	100. (e) (f) (g) (h)

A-102

THE NURSERY RHYME GRAMMAR TEST

Directions: Choose the letter of the best answer to each question and mark the appropriate space on your answer sheet. All questions are based on one sentence:

There was an old woman who lived in a shoe she had so many children she didn't know what to do.

1. Semi-colons could be inserted in this sentence. Where would you put semi-colons to break up the sentence into three main parts?
   a. after woman and shoe
   b. after woman and know
   c. after shoe and children
   d. after children and know

2. What is the grammatical subject of the first clause?
   e. There
   f. an old woman
   g. she
   h. shoe

3. What is the lexical subject of the first clause?
   a. There
   b. an old woman
   c. she
   d. shoe

4. What is who lived in a shoe?
   e. the second independent clause
   f. the first subordinate clause
   g. the complete predicate
   h. the subject of she

5. How many third-person pronouns are in this sentence?
   a. two
   b. three
   c. four
   d. none

6. How many auxiliary verbs are in this sentence?
   e. one
   f. two
   g. three
   h. none

7. What is she had so many children?
   a. an appositive
   b. the first subordinate clause
   c. the object of woman
   d. the second independent clause

8. How many coordinators are in this sentence
   e. one
   f. two
   g. three
   h. none

9. What is in a shoe?
   a. a clause
   b. a relative clause
   c. a prepositional phrase
   d. a verbal

10. How many nouns are in this sentence?
   e. three
   f. four
   g. six
   h. seven

11. What is There?
   a. an auxiliary
   b. an expletive
   c. an interjection
   d. an infinitive

12. How many subordinate clauses are in this sentence?
   e. two
   f. three
   g. four
   h. none

13. As punctuated, what kind of a sentence is this?
   a. periodic
   b. complex
   c. fragment
   d. run-on

14. Which verb tense does the sentence have?
   e. past
   f. present
   g. future
   h. past participal

15. Which word could be inserted between children and she?
   a. how
   b. which
   c. whether
   d. that

16. Which of these appears as a negative in the sentence?
   e. was
   f. had
   g. did
   h. do

17. What are who and what?
   a. coordinators
   b. subordinators
   c. conjunctive adverbs
   d. retained objects

18. What does old modify
    e. woman
    f. shoe
    g. she
    h. all of these

19. How many adverbs are in this sentence?
    a. two
    b. three
    c. four
    d. none

20. What is the base form of was?
    e. is
    f. be
    g. am
    h. being

21. How many independent clauses are in this sentence?
    a. two
    b. three
    c. four
    d. five

22. What is the verb of the second independent clause?
    e. lived
    f. had
    g. know
    h. many

23. What is the plural form for woman?
    a. womans
    b. women
    c. woman's
    d. womens

24. What is she?
    e. a singular noun
    f. a possessive pronoun
    g. a pronoun in the nominative case
    h. a preposition

25. Which word functions as a nominal?
    a. lived
    b. many
    c. she
    d. know

26. Which verb appears as an infinitive?
    e. was
    f. lived
    g. had
    h. do

27. If woman was plural, what would you use instead of <u>she</u>?
    a. hers
    b. them
    c. they
    d. their

28. If woman was plural, what would you use instead of <u>was</u>?
    e. are
    f. were
    g. aren't
    h. weren't

ANSWER KEY - NURSURY RHYME GRAMMAR TEST

(X indicates correct answers)

Name _____

Sample Box 1: (a) (X) (c) (d)

Section _____

Sample Box 2: (e) (f) (g) (X)

Date _____

Sample Box 3: (a) (b) (X) (d)

Test Level _____

1. (a) (b) (X) (d)	26. (e) (f) (g) (X)	51. (a) (b) (c) (d)	76. (e) (f) (g) (h)
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3. (a) (X) (c) (d)	28. (e) (X) (g) (h)	53. (a) (b) (c) (d)	78. (e) (f) (g) (h)
4. (e) (X) (g) (h)	29. (a) (b) (c) (d)	54. (e) (f) (g) (h)	79. (a) (b) (c) (d)
5. (X) (b) (c) (d)	30. (e) (f) (g) (h)	55. (a) (b) (c) (d)	80. (e) (f) (g) (h)
6. (X) (f) (g) (h)	31. (a) (b) (c) (d)	56. (e) (f) (g) (h)	81. (a) (b) (c) (d)
7. (a) (b) (c) (X)	32. (e) (f) (g) (h)	57. (a) (b) (c) (d)	82. (e) (f) (g) (h)
8. (e) (f) (g) (X)	33. (a) (b) (c) (d)	58. (e) (f) (g) (h)	83. (a) (b) (c) (d)
9. (a) (b) (X) (d)	34. (e) (f) (g) (h)	59. (a) (b) (c) (d)	84. (e) (f) (g) (h)
10. (X) (f) (g) (h)	35. (a) (b) (c) (d)	60. (e) (f) (g) (h)	85. (a) (b) (c) (d)
11. (a) (X) (c) (d)	36. (e) (f) (g) (h)	61. (a) (b) (c) (d)	86. (e) (f) (g) (h)
12. (X) (f) (g) (h)	37. (a) (b) (c) (d)	62. (e) (f) (g) (h)	87. (a) (b) (c) (d)
13. (a) (b) (c) (X)	38. (e) (f) (g) (h)	63. (a) (b) (c) (d)	88. (e) (f) (g) (h)
14. (X) (f) (g) (h)	39. (a) (b) (c) (d)	64. (e) (f) (g) (h)	89. (a) (b) (c) (d)
15. (a) (b) (c) (X)	40. (e) (f) (g) (h)	65. (a) (b) (c) (d)	90. (e) (f) (g) (h)
16. (e) (f) (X) (h)	41. (a) (b) (c) (d)	66. (e) (f) (g) (h)	91. (a) (b) (c) (d)
17. (a) (X) (c) (d)	42. (e) (f) (g) (h)	67. (a) (b) (c) (d)	92. (e) (f) (g) (h)
18. (X) (f) (g) (h)	43. (a) (b) (c) (d)	68. (e) (f) (g) (h)	93. (a) (b) (c) (d)
19. (a) (b) (c) (X)	44. (e) (f) (g) (h)	69. (a) (b) (c) (d)	94. (e) (f) (g) (h)
20. (e) (X) (g) (h)	45. (a) (b) (c) (d)	70. (e) (f) (g) (h)	95. (a) (b) (c) (d)
21. (a) (X) (c) (d)	46. (e) (f) (g) (h)	71. (a) (b) (c) (d)	96. (e) (f) (g) (h)
22. (e) (X) (g) (h)	47. (a) (b) (c) (d)	72. (e) (f) (g) (h)	97. (a) (b) (c) (d)
23. (a) (X) (c) (d)	48. (e) (f) (g) (h)	73. (a) (b) (c) (d)	98. (e) (f) (g) (h)
24. (e) (f) (X) (h)	49. (a) (b) (c) (d)	74. (e) (f) (g) (h)	99. (a) (b) (c) (d)
25. (a) (b) (X) (d)	50. (e) (f) (g) (h)	75. (a) (b) (c) (d)	100. (e) (f) (g) (h)

GLOSSARY

Achievement test - A test designed to measure pupil performance in a certain skill or information area, usually as a result of planned instruction.

Affective domain - Area of educational objectives concerned with attitudes, interests, appreciation, and modes of adjustment. See TAXONOMY and LEVELS OF COGNITION.

Age percentile rank - A percentile rank with reference to norms based upon the performance of pupils of a given age level. See GRADE PERCENTILE RANK.

Anecdote - A factual description of an educationally meaningful incident. It emphasizes actual behavior in a natural situation. See NARRATIVE.

Aptitude test - A test designed to measure potential ability; in particular, a test to predict future success in a school subject or in a vocation; most include motivational factors in the concept of "aptitude."

Assessment - Observation and interpretation of learning behaviors for diagnosis, instruction, and/or evaluation. See EVALUATION.

Attitude scale - A test designed to measure likes or dislikes in a given area; e.g. attitudes toward war.

Behavior - Any observable performance.

Checklist - An instrument which consists of a series of stated steps, activities, characteristics, or behaviors that the evaluator wishes to observe. It notes only the presence or absence of the trait being observed.

Cognitive domain - Area of educational objectives concerned with knowledge outcomes and intellectual abilities and skills (memory, comprehension, application analysis, synthesis). See LEVELS OF COGNITION and TAXONOMY.

Completion item - A test item calling for the student to fill in a blank which completes a statement or answers a question.

Confidence interval - An attempt to allow for margin of error by identifying a range within which a student's true test score may be assumed to lie. See PERCENTILE BAND.

Continuum - Something in which no part can be distinguished from neighboring parts except by arbitrary division. See RATING SCALE and WAYPOINT.

Converted score - See RAW SCORE.

Criterion-referenced test - A test designed to measure what a student can do with reference to a predetermined expected level of performance. Such tests usually cover relatively small units of content and are closely related to objectives of instruction. Their scores (reported as a percentage of correct answers) have meaning in terms of what the student can do or knows, rather than in relation to scores made by an external reference group.

Diagnostic assessment - Observation and interpretation of learning behaviors for the purpose of determining weaknesses and planning instruction.

Diagnostic test - A test used to locate specific areas of strength and/or weakness and to determine the nature of these.

Distractor - An incorrect option in a multiple-choice item.

Early identification - Before or at the beginning of first grade, a teacher-made assessment of a child's reading readiness.

Essay test - See TEST ESSAY.

Evaluation - The ascertaining of educational accomplishment by one or more criteria. See ASSESSMENT.

Forced-choice item - Any multiple choice item in which the examinee is required to select one or more of the given choices. See OBJECTIVE TEST.

Grade equivalent - The grade level for which a given score is the real or estimated average. Grade-equivalent interpretation expresses an obtained score in terms of grade and month of grade, assuming a ten-month school year. For example, a score of 42 on an achievement test may have a grade equivalent of 6.7 (seventh month of the sixth grade). Grade equivalent decimal designations indicate a pupil's achievement on a test in comparison to others who took it--not months of learning.

Grade percentile rank - A percentile rank with reference to norms based upon the performance of pupils of a given grade placement. See NORM and PERCENTILE.

Inventory - A survey; same as questionnaire.

I.Q. (Intelligence Quotient) - The ratio of mental age to chronological age. There appears to be rather common use of the term average or normal to describe any I.Q. from 90-109 inclusively.

Item - A single question on any kind of test.

Item analysis - The process of evaluating single test items by any of several methods. It usually involves determining the difficulty value and the discriminating power of the time, and often its correlation with some criterion.

Journal - A record of occurrences and subjective reactions kept over a period of time. See NARRATIVE.

Levels of cognition - Classification of knowledge according to depth of understanding based on Bloom's taxonomy. See Scope and Sequence, p. 196.

Log - An objective record of performance kept over a period of time. See NARRATIVE.

Matching item - A test item consisting of two parallel columns with each item in one column (called premises) being matched with an item in a second column (called responses).

Measurement - A means of assigning numbers or letter codes to individuals according to their responses to a given set of stimuli or to any of a host of variables.

Median - The middle score in a distribution or set of ranked scores; the point that divides the group into halves; the 50th percentile. Half the scores obtained on a test fall below the median and half above it, except when the median itself is one of the obtained scores.

Mental age (MA) - The age for which a given score on an intelligence test is average or typical.

Multiple choice item - An item consisting of a stem which may be a question or an incomplete statement followed by alternative answers, only one of which is the correct or best answer among three other plausible distractors.

Narrative - A sequential record of an on-going task. The record should include dates of entries, anecdotes, and/or comments. Also called narrative record.

Norm - A statistic that describes the test performance of a specific group, such as pupils of various ages or grades in the standardization group for a test. Norms describe middle, average, typical, or mediocre performance and should not be regarded as desirable levels of performance. Grade, age, and percentile are the most common types of norms.

Normal distribution curve - A distribution of scores or measures that in graphic form has a distinctive bell-shaped appearance. In a normal distribution, scores or measures are distributed symmetrically about the mean, with as many cases at various distances above the mean as at equal distances below it, and with cases concentrated near the average and decreasing in frequency the further one departs from the average, according to a precise mathematical equation. The assumption that mental and psychological characteristics are distributed normally has been very useful in much test development work.

Norm-referenced test - A test that compares the performance of individual or groups of students to the scores made by some external reference group. Such tests do not have meaning in terms of what the student knows or can do; rather they indicate a ranking (expressed as a PERCENTILE) of students' level of achievement with reference to the NORM group.

Objective test - An assessing device made-up of questions which have single correct answers on which scorers have agreed.

Percentile - A point (rank) in a distribution below which falls the percent of cases indicated by the percentile number. "Percentile" has nothing to do with the percentage of correct test answers.

Percentile band - An interpretation of a student's test score that takes into account any possible error of measurement among the original standardization group scores (best explained in a test's teacher's manual). Thus, a score might be recorded not as a precise percentile point (e.g. 83rd percentile) but as falling within a range of percentile points (e.g. 79-86th percentile). See PERCENTILE.

Proficiency test - In some states or school districts, a criterion-referenced test of basic skills on which the student must perform successfully before promotion to a higher grade level or completion of requirements for a secondary school diploma. See CRITERION-REFERENCED TEST.

Profile - A graphic device for representing an examinee's scores on several tests.

Psycho-motor domain - Muscular (or physical) levels of reacting to stimuli.

Qualitative scale - Evaluation of quality, usually subjective in nature. See RATING SCALE.

Quantitative scale - Assessment of frequency of an occurrence.

Questionnaire - Set of questions that are designed to gather information (activities, interests, behaviors, etc.) about the person who answers them; same as inventory.

Rating - A judgment made concerning degree of controlled condition.

Rating scale - Instrument which enables evaluator to make qualitative judgments based on observations and to record those judgments on a sequential continuum, usually marked by discriminating points. Three common types of rating scales are the classified (single word categories), the descriptive (short statements), and the graphic (numbers or letters).

Raw score - The first quantitative result obtained in scoring a test. Usually the number of right answers, number right minus some fraction of number wrong, time required for performance, number of errors, or similar direct, unconverted, uninterpreted measure.

Reliability - Extent to which a test is consistent in measuring whatever it is designed to measure; dependability, relative freedom from errors of measurement. See VALIDITY.

Skill cluster - On a standardized test, a set of items designed to measure a student's performance in a particular skill area. Items may be either grouped together within the same subtest or scattered at random throughout the total test.

Standard - See NORM.

Standard age score (SAS) - Tested scholastic potential of a given student population that should take into account variations in socio-economic backgrounds and is based on the results from the nonverbal section of the Cognitive Ability Test.

Standard deviation (S.D.) - A measure of the variability or dispersion of a distribution of scores. The more the scores cluster around the mean, the smaller the standard deviation. For a NORMAL DISTRIBUTION, approximately two thirds (68.3 percent) of the scores fall within the range of one S.D. below to one S.D. above the mean.

Standard error of measurement - An estimate of the amount by which an obtained score differs from the score that would hypothetically be derived as the average of an infinite series of measurements with the same examinee under totally uniform conditions. The smaller the standard error of measurement, the more reliable the test. The standard error may be found in the test's teacher's manual.

Standard score - A general term referring to any of a variety of "transformed" scores, in terms of which raw scores may be expressed for reasons of convenience, comparability, ease of interpretaion, etc. The simplest type of standard score is that which expresses the deviation of an individual's raw score from the average score of his group in relation to the standard deviation of the scores of the group.
Thus:

$$\text{standard score } (z) = \frac{\text{raw score } (X) - \text{mean } (M)}{\text{standard deviation } (S.D.)}$$

Standardized test - A test designed to provide a systematic sample of individual performance, obtained under prescribed conditions, scored according to definite rules, and capable of interpretation with reference to normative information.

Stanine - One of the steps in a nine-point scale of normalized standard scores. The stanine (short for standard-nine) scale has values from 1 to 9, with a mean of 5, and a standard deviation of 2.

Taxonomy of educational objectives - Classification of the goals of education into three domains: cognitive, affective, and psycho-motor. See LEVELS OF COGNITION.

Test-essay - A tool of assessment characterized by students' composing answers in their own words (often called essay tests). Two types of test essays are the restricted response (limited in form and content) and the extended response (fully developed in form and content).

Test record card - In Baltimore County Public Schools, an individual student's cumulative record of all standardized test results, beginning with kindergarten level. These cards are usually available in the school guidance office.

True-false item - An alternative-response question or exercise in which the examinee's task is to indicate whether a statement is true or false. See OBJECTIVE TEST.

Validity - The extent to which a test does the job for which it is used. There are several sorts of validity. For example, the validity of an aptitutde or readiness test is the extent to which it accurately indicates future learning success in the area for which it is used as a predictor (predictive validity). It is evidenced by correlations between test scores and measures of later success. Achievement tests are valid to the extent to which the content of the test represents a balanced and adequate sampling of the outcomes (knowledge, skills) of the instructional program it is intended to cover (content or curricular validity). See RELIABILITY.

Validity of a measure - How well it fulfills the function for which it is being used; the degree to which it is capable of achieving certain aims.

Waypoint - Point on a continuum. See RATING SCALE.

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